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ABSTRACT

One hundred and six journal articles, policy statements, books, and government publications dealing with education in Poland are cited in this selected annotated bibliography. Most of the entries were published during the period of October 1975 through January 1976. There are five categories: history of education, general information on education, social and educational sciences, teacher education, and schools and institutions. The last section is divided by primary, secondary, vocational, higher, adult, and special education programs. An index of authors and editors concludes the bibliography. (JR)

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Selected Bibliography of Polish Educational Materials

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SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS

Vol. 14 1975 No. 4

CONTENTS

	page
I. History of Education	3
II. General Information on Education	4
III. Social and Educational Sciences	14
IV. Teacher's Profession	27
V. Schools and Institutions (by type or level)	37
1. Primary	37
2. Secondary	46
3. Vocational	50
4. Higher	53
5. Adult	59
6. Special	64
Index of Authors and Editors	65

The bulk of the materials listed in the present issue was available in the period of time from October 1975 to January 1976.

I. HISTORY OF EDUCATION

323. BALCEREK, MARIAN: **Zarys koncepcji pedagogicznych Towarzystwa Przyjaciół Dzieci i ich rozwój w Polsce Ludowej.** (The Outline of Child-Rearing Concepts in the Society of the Friends of Children and Their Development in the Polish People's Republic). *Przegląd Historyczno-Oświatowy* 1976, No. 1, pp. 7–29, rez. sum.

The genesis of tutelar-educational activity in Poland dates back to the beginning of 19th century. The first institution was the Warsaw Society of Charity (1814) which organized various types of community centers where the proletarian children were taught to read and write. The first day nurseries in Poland were built on its initiative. In 1880, the Society of the Friends of Children was set up aiming to develop and improve care of children. It formulated for the first time the principles of social prophylaxis and assistance, mainly for mother and child in different periods of its life. Next, the Society of the Friends of Children was set up in Cracow (1913) which organized tutelar institutions, centers, holiday camps and various educational forms activating children in their free time. Pedagogical work based upon the cooperation between children's self-government and pedagogical group. Next, the activity of the Workers' Society of the Friends of Children (1919), after gaining the independence, in the interwar Poland is presented. Before the outbreak of World War II, its activity embraced 20,000 children. Immediately after the war (the years 1944–1948), it was renewed with the main emphasis put on the formation of modern prophylactic methods (e.g. counseling). In that period much consideration was given to social-moral and ideological-political education (collective education, education through work, self-government, etc.). The Peasants' Society of the Friends of Children was set up at that time. After the union of the two societies in 1949, the all-Poland Society of the Friends of Children was organized. In the conclusion, the achievements and the participation of the Society

in the reform of the system of national education are described.

II. GENERAL INFORMATION ON EDUCATION

324. BŁOŃSKA, ŁUCJA: **Konferencje międzynarodowe na temat doskonalenia treści podręczników szkolnych.** (International Conferences Devoted to the Problem of Improving the Contents of School Manuals). *Z Badań nad Treścią i Metodami Kształcenia Ogólnego* 1975, No. 3, pp. 22–26.

The article presents a list of most important debates and conferences organized by Poland, socialist and capitalist countries after World War II and devoted to the problem of verification of the contents of school manuals in history and geography. The first part contains, in chronological order, all the important international conferences, debates and meetings with the participation of Poland, devoted to the problem of contents of school manuals. The second part describes the contacts with the socialist countries (Bulgaria, Czechoslovakia, Yugoslavia, the German Democratic Republic, Romania, Hungary, the Soviet Union) as well as with the capitalist countries (Austria, Belgium, France) and the contacts within the range of the UNESCO works, concerned with the revision of the contents of manuals in Poland and the German Federal Rupublic.

325. GMYTRASIEWICZ, MICHAŁ and MISIAK, WOJCIECH and NIEMYSKI, MAREK: **Koszty rzeczowe w liceach ogólnokształcących — finansowanie, uwarunkowania, normowanie.** (Material Costs in General Secondary Schools — Financing, Conditionings, Standardizing). *Kwartalnik Pedagogiczny* 1975, No. 4, pp. 65–89, ill. rez. sum.

The authors of the article discuss the problem of financing material costs in general secondary schools. The researches upon the conditioning of material costs in specially selected 10 general secondary schools in Warsaw Voivodship constitute the basis of their considerations. In the intro-

duction, the principles of financing general secondary schools are described. Next, an analysis is made of material costs in the years 1968–1972 in schools under investigation. The following groups of expenses are distinguished: material didactic expenses, material running expenses, other material expenses including an outlay on office materials, transport, telephone, stamps, etc. Particular kinds of costs from the mentioned groups are considered, referring mainly to costs which were average for that period. The variability of different kinds of costs in the years 1968–1972 is compared, considering the cost per 1 pupil as a basic indicator of unit cost. Much attention is also devoted to the conclusions for the needs of improving the process of financing material expenses of general secondary education.

326. GURANOWSKI, TADEUSZ: **Placówki informacji naukowej: kultura fizyczna, nauki podstawowe, dziedziny pokrewne.** (Centers for Scientific Information: Physical Culture, Basic Sciences, Allied Fields). Akademia Wychowania Fizycznego, Działowy Ośrodek Informacji Naukowej, Warszawa 1975, 72 pp. + indexes.

The directory contains data pertaining to the character of collections as well as addresses and telephones of the centers for scientific information in respect of physical culture and tourism, independent libraries, central special libraries, libraries of higher schools, libraries of the centers for scientific information of the Polish Academy of Sciences, selected libraries of scientific institutions, branch centers for scientific information, voivodship pedagogical libraries, Library of the Museum of Sports and Tourism, archives, libraries of political and social organizations as well as voivodship public libraries. Centers for scientific information are presented in a topographical arrangement, with Warsaw being mentioned at the beginning as the greatest concentration of scientific centers. A list of institutions as well as a subject index are included.

327. KRAWCZYŃSKA, BARBARA and STRYCHARZ, BOLESŁAW: **Informacja naukowa w oświacie — jej rola i zadania.** (Scientific Information in Education — Its Role and Tasks). *Chowanna* 1975, No. 4, pp. 475–484.

The authors discuss the development of the network of scientific information centers in Poland since 1950 as well as the activity of various institutions, e.g.: the Center for Scientific, Technical and Economic Information, the National Library, the Polish Academy of Sciences, the Ministry of Science, Higher Education and Technology, the Ministry of Health and Social Welfare as well as the Chief Committee for Physical Culture and Tourism. Full scientific information in pedagogy is provided by the departmental scientific institutes of the Ministry of Education and Schooling, i.e.: the Institute for Educational Research, the Institute for Research upon Youth, the Institute for Teachers' Education, the Institute for Vocational Training, and the Institute for School Programs. The informative activity of these institutes is presented. The network of scientific pedagogical information is supplemented by pedagogical libraries in voivodships.

328. KUBERSKI, JERZY: **Kształt reformy oświatowej.** (The Form of Educational Reform). *Badania Oświatowe* 1976, No. 1, pp. 8–16.

The author, who is the Minister of Education and Schooling, presents the essential problems connected with the carrying out of the reform of the system of education in Poland. He discusses the problem of the preparation of the present system for the reform as well as the successive stages of the reform, starting from the generalization of kindergarten education in Poland to an introduction of the new program of a ten-year secondary school in grades I–III in the years 1978–1979 and in grades IV–X — in the years 1980–1986 successively. Two-year schools of the professional specialization and various other forms of vocational training to be introduced in the school year 1986/1987 will be a continuation of the secondary school. Much considerations is given to the consequences arising for further stages of educating youth and adults and resulting from the generalization of the secondary education. The other problems are connected with the preparation of teachers, school material investments as well as with the equipment of schools with teaching aids and manuals.

329. KWIECIŃSKI, ZBIGNIEW: **Badania podłużne — pojęcie i przykłady.** (Longitudinal Studies — Concept and Examples). *Ruch Pedagogiczny* 1976, No. 1, pp. 28–41, bibl.

The article is devoted to a rarely applied procedure of empirical researches which are longitudinal studies. A characteristic of this kind of dynamic studies was made on the basis of several examples. The article also discusses other methods of organizing, gathering and analyzing empirical data. The author divides them into two groups. In the first group (synchronic studies) are: retrospection, reconstruction, observation of objects with an accelerated or slowed dynamics of changes, typological approach, cross-section studies and intergenerational comparisons. The second group of asynchronic studies comprises: a natural experiment, a comparison between intentions (plans, aspirations) and their further realization (lots), restudy as well as panel studies.

330. MACIASZEK, MAKSYMILIAN: **Model dziesięcioletniej szkoły średniej.** (The Model of the Ten-Year Secondary School). *Kwartalnik Pedagogiczny* 1976, No. 1, pp. 35–52, rez. sum.

The author presents a conception of educational contents in a reformed secondary school. As a result of many-sided analyses and consultations in the Institute for School Programs, the draft of program assumptions of a ten-year secondary school was elaborated. On designing a new model of school, the following principles of constructing the program were taken into consideration: 1) the principle of a connection between the didactic and educational processes, 2) the principle of lifelong education, 3) the principle of an optimalization of the didactic-educational process at a lower school age, 4) the principle of a structural arrangement of contents, 5) the principle of a connection between theory and practice, 6) the principle of leading to syntheses of knowledge, 7) the principle of uniformity and differentiation of educational contents and forms, 8) the principle of subjective treatment of the pupil, 9) the principle of a complex approach toward the problems of educational contents. The author also analyzes the structure and hierarchization of contents depending upon

particular subjects being taught as well as upon cognitive possibilities of pupils at particular stages of the development.

331. MACIASZEK, MAKSYMILIAN: **Treść kształcenia i wychowania w dziesięcioletnich szkołach średnich.** (The Content of Education and Schooling in Ten-Year Secondary Schools). *Badania Oświatowe* 1976, No. 1, pp. 43–58.

In connection with the modernization of the system of education and schooling in Poland and the introduction of a ten-year general secondary school, the pedagogs' main interest is the problem of the content of education and schooling. The author presents three basic criteria of a choice and arrangement of the contents of education and schooling in ten-year secondary school, i.e. ideological criteria resulting from ideological-social aims of socialist education and schooling, scientific criteria resulting from the level achieved in the development of science and technology, psychological criteria taking into consideration the regularities of the learning process. In accordance with the adopted criteria of the choice of the contents, general principles defining the structure of educational programs for particular levels and subjects of education in ten-year secondary school are presented.

332. NOWACKI, TADEUSZ: **Kształcenie ogólne a kształcenie politechniczne i zawodowe w przyszłym systemie szkolnym.** (The Liberal Education and the Polytechnical and Trade Education in the Future School System). *Kwartalnik Pedagogiczny* 1976, No. 1, pp. 77–84.

The author presents the following theses concerned with the liberal and trade education in a ten-year school: 1) educational levels do not correspond to trade skills, 2) together with the raising of educational level, the preparation for work increases only when the kind of education promotes it, 3) the statement that the raising of the level of liberal education increases the preparation for some kinds of work is true in relation to a very small number of working posts, 4) the connection between the liberal and trade education should take place after the

preparatory period of liberal education, 5) the liberal education, comprehended as getting acquainted with the world of phenomena and developing mental abilities, constitutes an indispensable element of every trade education, 6) the factor which defines the system of education and schooling are the needs of economy and national culture, as a result of which, beside the links of the school system, the most important are transitions from the appropriate links of education and schooling to institutions. Moreover, the author characterizes three areas in the liberal education: polytechnical education, professional preorientation and education through work.

333. OKOŃ, WINCENTY: **Główne założenia systemu dydaktyczno-wychowawczego.** (The Main Assumptions of Didactic-Educational System). *Badania Oświatowe* 1976, No. 1, pp. 23–32.

The main assumptions of the didactic-educational system presented in the article are concerned with the future 10-year general secondary school. The author's considerations are based on the defining of the conception of an educational ideal in the developed socialist society. The other remarks pertain to the process of becoming acquainted with the world, among others, through the cognitive-scientific activity, education through work, formation of proper outlooks upon life and moral attitudes, development of interests and needs, development of independence and socialization of youth.

334. OLSZEWSKA-WITKOWSKA, BOŻENA: **Problemy kształcenia w świetle badań.** (Educational Problems in the Light of Researches). *Dydaktyka Szkoły Wyższej* 1976, No. 1, pp. 9–24, rez. sum. rés.

The researches were concerned with the analysis and functional evaluation of the effectiveness of education on the example of a selected line of technical studies. Four groups were selected for the researches, representing: the environment of graduates, the environment of selected institutions employing graduates, graduates of the same age group, a purposely selected group of scientific-didactic workers. The researches embraced a sample of graduates

in road construction from the Warsaw Technical University from the years 1950–1971. A characteristics of the selected populations was concerned with: a pedagogical quality (evaluations) of the group of graduates, the present working place, successive changes of working places, the moment of a decision about the choice of studies, a means of choosing the professional specialization, the punctuality of studies, etc. The results of the researches are presented in respect of: 1) the level of vocational preparation reached in the higher school, 2) graduates' social-vocational attitudes, 3) the degree of employing knowledge acquired in the higher school, 4) changes postulated in the programs of studies as well as in the realization of education.

335. PODOSKI, KAZIMIERZ: **Perspektywy ukształtowania sieci oświatowej w Polsce.** (The Prospects of the Formation of Educational Network in Poland). *Nauczyciel i Wychowanie* 1976, No. 1. pp. 26–40.

The article is a prognostic study presenting the problems of forming the educational network in Poland. It contains a detailed characteristics of factors influencing the formation of network as well as considerations of their role and usefulness in Poland. The study also formulates the determinants of the formation of educational network in future. Main attention is devoted to the so-called, objective factors, i.e.: changes in the structure of the country development, investment funds for educational needs, demographical state and structure, changes in the settlement system of the country, aspirations of the population, effects of the past reforms of the educational system, problems resulting from the realization of the future reform of the system of education. The principles of the formation of educational network are discussed in the article as well as the perspective assumptions concerned with the distribution of education and schooling together with the conditions of the realization of postulated transformations of the educational network are described.

336. PODOSKI, KAZIMIERZ: **Przekształcenia infrastruktury oświaty w Polsce.** (Changes in the Infrastructure of Education in Poland). *Nauczyciel i Wychowanie* 1975, No. 6, pp. 11–22.

The concept "infrastructure" means both the equipment for educational needs and educational staff. Discussing the changes in the infrastructure in Poland in the years 1971–1975, the author stresses the connection among the changes in educational infrastructure, the processes of social-economic development, the changes in the settlement system of the country as well as in the country development and demographic phenomena in a spacial arrangement. He also indicates main tasks and difficulties in future. A discussion follows of the changes in the network of schools, number of pupils and rooms for teaching as well as of teachers in the conditions of school work. Much consideration is given to the progress in generalizing kindergarten education, an increase of a number of youth taking holidays outside their place of residence, a number of pupils obtaining scholarsh p, having the right to boarding schools and students' dormitories, the generalizing of education at higher levels. An increase of employment has also taken place in the educational infrastructure as well as the raising of the level of teachers' education (the aim is to ensure all the teachers an access to higher education) and the raising of the level of salaries in education and schooling. All the author's considerations are based upon various numerical data and statistical diagrams.

337. RATAJ, MARIAN: **Sprawy rozwoju i doskonalenia oświaty na wsi w świetle Uchwały VII Zjazdu PZPR.** (Problems of the Development and Improvement of Rural Education in the Light of the Resolution of 7th Congress of the Polish United Workers' Party). *Zbiorcza Szkoła Gminna* 1976, No. 1, pp. 3–6.

The author presents a number of problems connected with the future tasks in respect of the development and improvement of the system of rural education. These tasks result from the Resolution of 7th Congress of the Polish United Workers' Party, in which the program of the development and improvement of the educational activity in the years 1976–1980 was presented. The article is concerned with the problem of the preparation in the country of the conditions for introducing the reformed general ten-year school in the school year 1978/1979. The author presents four main groups of problems of rural

education and schooling, which should be solved. These are: 1) ensuring an access to school and kindergarten (possibly close to the place of residence) for children at a kindergarten age and for 6-year olds, 2) enabling elder children to learn in highly organized collective district schools, 3) ensuring help for children retarded in their psycho-physical development, 4) raising the level of education as well as the level of general, vocational and pedagogical culture of adult inhabitants of the country. The article also analyzes a number of other tasks of the rural education.

338. SZCZEŚNIAK, ANDRZEJ LESZEK: **Międzynarodowa współpraca w zakresie doskonalenia treści podręczników.** (The International Cooperation in the Field of the Improvement of Contents of Manuals). *Z Badań nad Treścią i Metodami Kształcenia Ogólnego* 1975, No. 3, pp. 5–21.

The article contains a historical outline of forming the international cooperation in respect of selecting the contents of manuals in history in Europe starting from the first half of 19th century up to the present. Much consideration is given to the activity of international organizations dealing with the revision of contents of manuals in history after World War II from the point of view of ideas of peace and cooperation among nations, multilateral contacts, regional debates and bilateral contacts. The participation of Poland in the international cooperation devoted to the improvement of the contents of manuals in history and geography after World War II is discussed as well as the cooperation with socialist and capitalist countries. The main decisions of the commissions and debates together with the methods of their work are also described.

339. SZYMAŃSKI, MIROSŁAW: **Zasady modernizacji szkolnictwa na wsi.** (The Principles of the Modernization of Rural Education and Schooling). *Nauczyciel i Wychowanie* 1976, No. 1, pp. 62–69.

The article is devoted to the processes of the modernization of rural education and schooling as well as to the principles of the realization of these processes. On the basis of the present state of researches upon the functioning of rural

education and schooling, the author formulates and discusses the most significant tasks of the modernization of education and schooling in this environment. The principle is considered to be a norm which should become the basis of educational decisions and contribute to the improvement of the conditions of the functioning of schools as well as of the obtained didactic and educational effects. The following principles are discussed: 1) the connection between the development of education and schooling and the socialist changes, 2) the principle of the uniformity of school system (consisting in equal chances of education at all levels of the school system, irrespectively of a place of residence), 3) the principle of complexity (embracing all the conditions of in- and out-of-school education and schooling).

340. WOŁCZYK, JERZY: **Cele i spodziewane wyniki edukacji w 10-letniej szkole ogólnokształcącej.** (The Aims and Expected Results of Education in the Ten-Year General Secondary School). *Kwartalnik Pedagogiczny* 1976, No. 1, pp. 17–33, rés. sum.

The article presents some assumptions of generalizing liberal education in Poland. The most favorable model of secondary education requires a number of solutions concerned with: 1) a territorial distribution of school network, 2) program demands and models of education taking into consideration a differentiated biopsychical development, 3) school demography, 4) economic and investment consequences. The author also characterizes the aims, principles, functions and structure of the new type of school — open school with a special consideration given to tutelar activity concerning the whole of pupil's life both in school and in place of residence.

341. WOŁCZYK, JERZY: **Rola nauki w modernizowaniu systemu oświaty.** (The Role of Science in the Modernization of the System of Education). *Badania Oświatowe* 1976, No. 1, pp. 18–23.

Characterizing the role of science in the modernization of the system of education in Poland, the author presents the development of scientific-research base of the depart-

ment of education and schooling. The main stages of this development were: to set up five new scientific-research institutes of the Ministry of Education and Schooling and to elaborate the all-Polish program of educational researches entitled "The Modernization of the System of Education in the Developed Socialist Society." The author successively discusses the tasks of particular scientific centers as well as the problems which have already been elaborated in the all-Polish program of educational researches.

342. WROCZYŃSKI, RYSZARD: **Strategia przemian oświatowych a system kształcenia ustawicznego.** (The Strategy of the Educational Changes and the System of Lifelong Education). *Kwartalnik Pedagogiczny* 1976, No. 1, pp. 85–93, rez. sum.

The article discusses the problems connected with new educational tasks as well as with the structure of the system of education and schooling, i.e. with general and lifelong education. Among the research postulates, the most significant is a group of biopsychical problems in respect of: 1) researches upon the plasticity of man's psyche, i.e., the connection between age and sensory ability as well as the connection between age and ability of cognition, 2) the problem of the limits of human adaptation possibilities, 3) the education of specific features of the personality. Moreover, the author discusses the strategy of educational changes aiming to inculcate the principles of lifelong education in respect of: 1) a categorization of educational aims at particular school levels, 2) an integration of particular stages and links of the educational system, 3) changes in respect of educational contents, 4) changes in the organization and methods of didactic-educational work, 5) an employment of a parallel way of education (parallel education).

III. SOCIAL AND EDUCATIONAL SCIENCES

343. BIELAS, LEON: **Metodologiczny punkt wyjścia pedagogiki porównawczej.** (The Methodological Departure for Comparative Pedagogy). *Badania Oświatowe* 1976, No. 1, pp. 59–68.

In the light of the opinions of contemporary pedagogs-comparatists, methodological departure for comparative pedagogy are characterized as well as its subject of interests and the employed research methods. The defining of the range of the concept "comparative pedagogy" by West-German, Soviet and Polish pedagogs is discussed in detail. The methodological description of some research methods useful for comparing different school systems is presented as well.

344. BOLESTA-KUKUŁKA, KRYSTYNA: **Socjologiczne aspekty procesu kształcenia.** (Sociological Aspects of Educational Process). Ośrodek Badawczo-Rozwojowy Informatyki, Dział Szkolenia Kadr Informatyki, Warszawa 1975, 46 pp.

The subject of the first part of this publication is a social group, its concept and conditioning, complexity of its structure (internal informal groups, informal leaders, their role and influence), system of norms and patterns of behaviors accepted and demanded by members of a group as well as an influence of a number of group members upon the educational process. The second part of the publication is devoted to the role of a teacher as a formal leader of a group subject to education as well as to aims and tasks resulting from his guiding function in relation to pupils. The author discusses two styles of guiding: autocratic and democratic, emphasizes the indispensability of applying punishments and rewards in the didactic-educational system as well as the factors influencing the effectiveness in their application. The work is based upon the results of scientific researches carried out in this field.

345. BREJNAK, WOJCIECH: **Poradnictwo wychowawczo-zawodowe — stan aktualny, perspektywy i potrzeby.** (Educational-Vocational Counseling — The Present State, Prospects and Needs). *Zbiorcza Szkoła Gminna* 1976, No. 1, pp. 9–14.

The article contains a characteristics of the most important legal acts passed recently in Poland and concerned with the formation of the system of psychological-pedagogical counseling for children and youth. The present and future tasks connected with the promotion of secondary education

in Poland are presented as well as the present activity of educational-vocational guidance centers in the school year 1973/1974.

346. CHMIELOWSKI, BOGUSŁAW: **Model nowoczesnego zagospodarowania czasu wolnego dzieci i młodzieży w środowisku lokalnym.** (Model of the Modern Employment of Free Time of Children and Youth in the Local Environment). *Chowanna* 1975, No. 4, pp. 452–467.

Basing on the results of researches carried out by scientists in Poland and abroad, the author discusses the concept of free time of children and youth, emphasizes the problem of the complexity of the model of the employment of free time dependent upon numerous objective and subjective factors. Much consideration is given to the role of the family and the group of persons of the same age in relation to free time. The recreational function of school as well as the activity of centers of out-of-school education and environmental institutions are also discussed. Another problem considered in the article is the activity of youth's cultural associations, e.g. a film club.

347. DZIEWULAK, ANDRZEJ and KOSEL, EUGENIUSZ and OSTROWSKI, PIOTR and PRZECŁAWSKI, KRZYSZTOF: **Czas wolny młodzieży w Polsce.** (Leisure Time of Polish Youth). *Badania Oświatowe* 1976, No. 1, pp. 92–99.

The researches discussed in the article were carried out in the Institute for Research upon Youth in Warsaw under the supervision of Krzysztof Przecławski in the years 1974–1975. The aim of the researches was to gather information concerned with the leisure time of youth in Poland — amount of leisure time, patterns of behaviors during leisure, aspirations connected with the planning of one's leisure, its employment as well as determining factors. The researches were carried out in 6 cities. The following research techniques were employed: interviews with youth (1986 in all), interviews with local informants (36 persons), interviews with experts in youth's problems (6 interviews), four-month observations of 5 selected groups of youth in different cities and, so-called, socio-

cultural descriptions of the cities. The initial results of the researches presented in the article are concerned with: 1) individual patterns of behaviors at leisure, 2) youth's participation in weekends, 3) group patterns of behaviors at leisure, 4) youth's life aspirations and preferences, 5) model of youth's education at leisure.

348. KARGUL, JÓZEF: **Z badań nad organizacją życia rodzinnego.** (Researches upon the Organization of Family Life). *Ruch Pedagogiczny* 1976, No. 1, pp. 89–101.

The author of the article discusses the researches upon the organization of family life, which were of a diagnostic and explicative character. They were concerned with rural and town families (up to 3000 inhabitants) with children from grade VIII. The researches embraced a purposive-random sample of 200 families from the Lower Silesia. Several research techniques were employed. One of the basic techniques was "a report of yesterday" in which the pupil thoroughly listed all the daily activities, mentioning their duration and the hour of the day. In addition, an inquiry, which was directed to pupils and their parents, was also employed. After a general characteristics of the families under investigation, the author considers a few elements of family life as well as analyzes them in an organizational aspect. These are: space assigned to children (their own room or corner), management of the budget (so-called pocket fund), day plan, system of punishments and awards in the family, participation of men in everyday housework as well as allotment of home duties to children.

349. KOŁODZIEJ, IRENA: **Metoda eksperymentalna w naukach społecznych.** (Experimental Method in Social Sciences). *Kwartalnik Pedagogiczny* 1975, No. 4, pp. 91–113, rez. sum.

The article consists of three parts. The first part is devoted to the role of experimental and nonexperimental research schemes in defining connections. Four kinds of statements about dependences are discussed (causal, functional, deterministic and probabilistic or statistical statements) as well as forms of control belonging to experimental and pseudoexperimental schemes (measurement of the value

of dependent variables, formation of isolated experimental arrangements, selection of control objects, randomization, repetition, statistical analysis). In the second part of the work, the author presents classic and modern experimental schemes as well as their applicability in social sciences. The third part evaluates the present state of experimentation in pedagogy. The pedagogical experiment is divided here into three groups (pedagogical innovations, practical-research experiment and "pure" experiment) which are characterized successively.

350. KRAUZE, WIESŁAW: **Niektóre problemy socjalistycznego wychowania młodzieży.** (Some Problems of the Socialist Education of Youth). *Nowa Szkoła* 1975, No. 7/8, pp. 9–10.

The article is a summary of the report delivered in Moscow at 1st Conference of the Ministers of Education from the Socialist Countries (February 14, 1975). The author discusses the assumptions of ideoeducational work defined by 6th Party Congress and 7th Plenary Assembly which emphasized the necessity to create the uniform front of education with the cooperation of the family, youth organizations, the army, institutions, mass media. The school is a means of coordinating all educational activities. The author presents the forms of school ideological work, the role of particular subjects being taught, mainly the civic education and the propaedeutics of studies on the society as well as defines new elements of our system of education: a) an introduction of a subject to be learnt — "an adaptation to life in the socialist family," b) an introduction of obligatory social work for pupils, c) a preparation of "the Pupil's Code" defining the pupil's rights and duties as well as characterizing his social-moral attitude. In the conclusion, the author underlines the role of youth organizations (especially of the Polish Scouts' Association) in the process of socialist education.

351. KRAWCZYK, MIRON: **Wartości wychowawcze "Kodeksu ucznia".** (Educational Values of "The Pupil's Code"). *Ruch Pedagogiczny* 1976, No. 1, pp. 9–27.

The article describes the document called "the Pupil's Code" which was introduced into elementary and secondary schools in the school year 1975/1976. The document

consists of seven parts. In the first introductory part, ideological-educational values are formulated which should characterize pupils' social attitude. The second part of "the Pupil's Code" precizes pupils' rights, whereas the third one — their duties. The fourth part is concerned with ideological-educational organizations as well as with pupils' self-government. The fifth part is devoted to distinctions and prizes which may be awarded to pupils for "a model attitude," whereas the sixth part enumerates punishments inflicted on pupils for neglecting studies and other school duties. The author of the article analyzes "the Pupil's Code" taking into consideration educational values.

352. KWIECIŃSKI, ZBIGNIEW: **Aspekty subiektywne upowszechniania szkolnictwa średnich i wyższych szczebli.** (Subjective Aspects of Generalizing Secondary and Higher Education). *Nauczyciel i Wychowanie* 1975, No. 6, pp. 23–41.

In 1973, the author carried out researches in two selected regions of the country (urban and rural) upon youth's aspirations for further education. The researches embraced a sample of pupils from grades I of all types of postprimary schools (7827 persons in all). Basing upon an analysis of pupils' answers referring to their life plans, the author distinguishes three levels of aspirations for further education: 1) a desire to complete an elementary vocational school, to acquire a profession and to stop learning, 2) a desire to complete a general secondary school, to acquire a profession and not to take up studies, 3) a desire to complete higher studies. An analysis of the research material also indicates factors determining youth's educational aspirations. These are: family's belonging to a definite social-professional category, education of both parents, degree of urbanization of a place of residence, distance between home and a postprimary school. Much consideration is given to youth's age and sex as well as to its mental level and the type of school where learning began. Statistical tables illustrating the research material are also included in the article.

353. ŁOBOCKI, MIECZYSŁAW: **Jak pomagać w szkole uczniom trudnym.** (How to Organize Assistance in School for Problem Pupils). *Nowa Szkoła* 1975, No. 7/8, pp. 35–36.

The author of the article maintains that the basic factor giving rise to difficulties in pupils' behavior is their inappropriate attitude toward themselves, their parents, teachers and friends, being a result of pupil's various experiences, even those preschool ones. Because of a great complexity of these attitudes, the need for many-sided assistance arises, given to problem pupils by the teacher, friends, parents and youth organizations. The author confines himself to the discussion of certain forms of teacher's assistance for problem pupils which is possible thanks to: a) differentiated home assignments, b) individualized questioning, c) pupil's activation in learning and activity.

354. MACIASZKOWA, JANINA: **Przysposobienie do życia w rodzinie.** (Adaptation for Family Life). *Badania Oświatowe* 1976, No. 1, pp. 72–81.

On the basis of researches aiming to verify the theoretical and methodical conceptions of the educational program of the new subject in postelementary schools, i.e. adaptation for family life, the author discusses the following problems: 1) subject of the program and youth's interests, 2) youth's attitude toward the subject being taught, its participation in lessons as well as the importance of this subject in comparison with other subjects, 3) person conducting the lesson and the importance of the subject. The researches were carried out in the Center of Pedagogical Culture of the Institute for Researches upon Youth under the authoress's supervision. Inquiries were the main method of obtaining youth's opinions.

355. MAZIARZ, CZESŁAW: **Metodologiczne problemy modernizacji procesu kształcenia.** (Methodological Problems of the Modernization of the Educational Process). *Studia Materiały Informacje* 1975, No. 2, pp. 5–15.

The article is concerned with the modernization of didactic-educational process as well as with an increase of

its effectiveness. The author divides modernization into structural and functional one. Functional modernization respects all the present educational assumptions as well as the organizational structures in schooling and didactics. Structural modernization goes deeper into the structure of the system, forming entirely new structures in place of the old ones, thus carrying out the fundamental reform of education and schooling. The author discusses the problem of strategy and tactics of the modernization of educational system, thoroughly presenting the problem of a comprehensive functional modernization. Moreover, remarks are included pertaining to the methodology of researches upon the modernization of didactic-educational process at school, mainly in respect of: a choice and arrangement of educational contents, an elaboration of theoretical basis as well as new principles of educating adults, and an elaboration of the process of directing self-educational work of pupils and students in the system of extramural education. The author also presents the problem of employing the results of research works in educational practice.

356. MIESZALSKI, STEFAN: **Pytania i myślenie a przyswajanie wiadomości.** (Questions, Thinking and Assimilating of Knowledge). *Kwartalnik Pedagogiczny* 1975, No. 4, pp. 33–48, rez. sum.

The article, being of a theoretical character, is concerned with problems connected with a general activation of pupil in the didactic process. Main attention is devoted to the character and level of pupil's activity in the process of assimilating knowledge. The author discusses the problem of thinking in the process of assimilating knowledge, pondering over its effects in this process as well as considers the problem of reasoning, presenting two of its kinds: deductive and reductive. Next, a characteristics is given to directing pupil's thinking in catechetic education, dealing mainly with the problem of questions as an instrument of teacher's work. The questions are divided and their didactic functions are analyzed as well.

357. MUSZYŃSKI, HELIODOR: **Metodologiczne podstawy konstruowania i formułowania ideału wychowawczego.** (The Methodological Basis of Constructing and Formulating the Educational Ideal). *Badania Oświatowe* 1976, No. 1, pp. 32–40.

The author presents the structure of the system of educational aims, in which the main all-social aims constituting an educational ideal are in the foreground. General aims are divided into more detailed stage or direction ones, being of a praxeological character. The author suggests a proper terminology useful in the process of the reduction of main educational aims to more detailed ones. This is a philosophical, sociological, ideological-moral, psychological and pedagogical terminology. Many other semantic-logical relations occurring in the process of formulating an educational ideal are defined as well.

358. MUSZYŃSKI, HELIODOR: **Przemiany organizacji i metod wychowania w szkole.** (Changes in the Organization and Methods of Education at School). *Nauczyciel i Wychowanie* 1976, No. 1, pp. 15–25.

The author attempts to define the changes which should take place in the educational model of the Polish school in the face of the prepared reform of education as well as analyzes four elements constituting the characteristics of this model. These are: the technique of educational processes, the organization of educational processes, the connection between school and social life, and the teleological basis of processes of school education. The changes which must take place in the particular elements mentioned above are also described.

359. NIEMIERKO, BOLESŁAW and BALIŃSKA, HANNA and ZARĘBSKA, JADWIGA: **Wersje równoległe testów osiągnięć szkolnych.** (Parallel Versions of Tests of School Achievements). *Kwartalnik Pedagogiczny* 1975, No. 4, pp. 139–149.

The article considers the methods of constructing parallel versions of tests of school achievements (these which may be employed interchangeably). The authors discuss theoretical and constructive aspects of the parallelism of the test

as well as describe their own experiences in this respect. The results of the test given during entrance examinations in all the secondary schools in Warsaw in the years 1971–1972 are analyzed. These results served to check the parallelism of the pairs of versions of tests in the Polish language and mathematics. The test in mechanics for pupils from grades I of general secondary schools and technical schools, which was constructed in the Department of Methodology of the Institute for Educational Research in 1973 is also discussed.

360. PAŃKÓW, MARIA: **Śląskie Planetarium jako placówka dydaktyczna.** (The Silesian Planetarium as a Didactic Institution). *Fizyka w Szkole* 1975, No. 2, pp. 7–11.

The authorers discusses the main forms and trends of the activity of the Silesian Planetarium and Astronomical Observatory. These are e.g.: monographic meetings devoted to a detailed discussion of a particular subject or phenomenon, informative meetings presenting in one of 18 language versions the possibilities of the planetarium equipment as well as didactic meetings assigned for pupils from all types of schools and conducted in the form of lessons. Moreover, the article presents the activity in respect of the organization of subject exhibitions and in respect of instructive and training activity.

361. PESZYŃSKI, ANDRZEJ: **Ucieczki rzekome a niedostosowanie społeczne.** (Alleged Flights and Social Maladjustment). *Kwartalnik Pedagogiczny* 1975, No. 4, pp. 159–174.

The article attempts to present some essential psychological aspects of the phenomenon of wilful running away from home of children and youth. The basis of an analysis of this phenomenon at the background of social maladjustment are the results of the author's own researches. They are concerned with 384 cases of juveniles detained in the Wrocław Inspectorate of the Civic Militia for Juvenile Delinquency in the period from January 1 to September 27, 1974. The results presented in the article are the effect of a thorough examination of records gathered by the workers of the Inspectorate. The author concentrates upon

an analysis of the conditionings between flights and various symptoms of social maladjustment, e.g.: the lack of trust toward people and things, depression, uneasiness about being accepted by other children, anxiety and uncertainty about adults' interests as well as withdrawal from the real world. The author refers to the results of researches upon a sample of 700 children aged 12–15 — pupils from grades V–VIII of elementary schools in the Lower Silesia. In the conclusion, the author presents suggestions of best diagnostic-educational and therapeutic-educational solutions in respect of counteracting the discussed phenomenon.

362. PODGÓRECKI, ADAM: **Zagadnienia patologii społecznej.** (Problems of Social Pathology). *Kwartalnik Pedagogiczny* 1975, No. 4, pp. 49–63, rez. sum.

The article contains a characteristics of three basic sections concerning the problem of social pathology, i.e.: pathology of individual life, pathology of group life, and pathology of the activity of the institutions. All the three kinds of pathology are discussed as well as the results of researches carried out in this respect are presented. A lot of phenomena occurring in the social pathology are analyzed, i.e.: the phenomenon of suicides, prostitution, alcoholism, drug habit, group rapes, organized delinquency. Factors are presented which, in a more or less conscious way, may be applied to evaluate the dysfunctionality of activity of an institutions, organizations or organs of administration. Moreover, the article attempts to make a synthesis of theoretical knowledge in the field of social pathology as well as discusses problems connected with the prophylaxis and solving of the problems of social pathology.

363. SCHULZ, ROMAN: **Kategoria celu w wychowaniu — koncepcja tradycyjna i współczesna.** (The Category of Aim in Education — Traditional and Modern Conception). *Ruch Pedagogiczny* 1976, No. 1, pp. 50–66.

The article contains methodological considerations of the categories of aims in education. In the introduction, the author presents the idea of the aim of education, its char-

acter and variability as well as discusses the need and possibilities of its modernization in the present conditions. Much attention is devoted to the traditional and modern conceptions of the aims in education. An analysis of the problem of category of the aim in education and its system of values is also made.

364. SOBORSKI, WOJCIECH: **Rozwój społeczny dzieci a problemy samorządności.** (Social Development of Children and Problems of Self-Government). *Nauczyciel i Wychowanie* 1975, No. 6, pp. 52–58.

In the first part of the article, the author discusses the regularities of social development essential for the school practice as well as characterizes the social development of children beginning school education. The second part is devoted to the aims of socialization, i.e., directing the social development as well as to the practical possibilities of directing the social development through the realization of school self-government.

365. TOMASZEWSKI, TADEUSZ: **Przygotowanie do życia jako naczelny cel kształcenia i wychowania.** (Preparation for Life as the Main Aim of Education and Schooling). *Badania Oświatowe* 1976, No. 1, pp. 41–48.

In the introduction, the author emphasizes the methodological difficulties in the formulation of aims of education and schooling. These difficulties result mainly from permanent changes of needs, tasks, means and conditions in which these aims may be reached in the contemporary world. Further considerations are concerned with the notion of life as the aim of education. Much attention is devoted to three main aspects of life, i.e. biological, psychological and social-cultural as well as to the problems of socioeconomic and political conditionings of human life in connection with defining the model of aims of education and schooling.

366. WILOCH, TADEUSZ: **Przyczynek do koncepcji szkoły otwartej.** (Contribution to the Conception of Open School). *Nauczyciel i Wychowanie* 1976, No. 1, pp. 51–58.

Discussing the conception of open school, the author concentrates upon several problems. The open school is

considered to be an organized educational environment and a didactic-educational system. The author lists a number of basic features of this model of school and discusses the conditions of the organization of work in the open school, two of which are considered to be fundamental. The first condition is to ensure every pupil the appropriate post where he can work effectively as well as fulfil his pupil's duties. The second condition should be the cooperation (in the field of the organization of school work) with all out-of-school institutions of education and schooling and pupils' homes.

367. WINIARSKI, MIKOŁAJ: **Szkoła otwarta.** (Open School). *Badania Oświatowe* 1976, No. 1, pp. 82–92.

The article contains a report upon the researches carried out on the functioning of the environmental school (so-called "open school"), under the scientific supervision of Jerzy Wołczyk and the author, in the Institute for Research upon Youth. The aim of the researches planned for 3–4 years was to elaborate and to verify a few variants of the model of the environmental school functioning in urban and rural conditions. Five stages of works may be distinguished in the researches. The article presents the problems and conclusions drawn from the first and the second stages of the researches. The first stage was concerned with the defining of the real state of the didactic and tutelar-educational activities of schools occupied with environmental activity. At the second stage, the conditionings of the environmental activity of schools as well as its influence upon the activation of the didactic process and the extending of tutelar-educational functions were examined. The researches were carried out in city environments — Łódź and Warsaw. The monograph of institutions was the basic research method. Such techniques were employed as: an interview, an observation, an inquiry, an analysis of records, etc. The researches embraced a sample of 37 schools.

368. ŻELAZKIEWICZ, MAREK: **Zajęcia pozalekcyjne w systemie wychowawczym szkoły.** (Out-of-School Activities in School Educational System). *Nauczyciel i Wychowanie* 1975, No. 6, pp. 59–69.

The article is a report on the researches upon the conditions which should be satisfied by an organization of out-of-school activities in order to obtain required educational effects. The researches were carried out in 1972 and embraced a sample of 1288 pupils from grades V–VIII of four schools: two experimental and two control ones. The following rules of out-of-school work are distinguished: 1) the rule of adapting the out-of-school activity to pupils' needs and interests as well as to their psychophysical possibilities, 2) the rule of pupils' voluntary participation in out-of-school activities, 3) the rule of the attractiveness of the activities, 4) the rule of a many-sided activation of pupils, 5) the rule of directing pupils' activity by means of conveying information to them, stimulating motivations and providing means of realization. The researches were anonymous and were carried out by a group of persons not connected with schools. Many research techniques were used: open and close questions, various tests and projection techniques, "the box of questions," observations of lessons, instructors' reports upon the course of lessons, The results were counted by means of "Odra 1304" computer. The researches were carried out after a two-year period of an experimental organization of out-of-school activities. An analysis of the research material indicates that pupils from experimental schools have a much better frame of mind, reveal a greater tendency to make contacts and maintain friendly relations with people, show a greater sense of group solidarity, as well as eagerness in organizational activity, and creative behavior.

See also: 390, 394, 398, 401, 406, 409, 411.

IV. TEACHER'S PROFESSION

369. BANASIAK, JAN: **Praktyki zawodowe w kształtowaniu postaw twórczych przyszłych nauczycieli.** (Vocational Practices in the Formation of Creative Attitudes of Future Teachers). *Dydaktyka Szkoły Wyższej* 1976, No. 1, pp. 103–120.

The author, in his researches upon the effectiveness of pedagogical practices, suggests the defining of the essence

of creative attitude in the teacher's profession, the forming of the programs of practices taking into consideration the assumptions of the definition as well as the verification procedure, i.e. a comparison of the effectiveness of suggested and traditional solutions. In the definition of creative attitude, the author takes into consideration as well as defines terms composing this definition, i.e. productivity, innovations, the quality of being scientific, and instrumentality. In the conception of the creative pedagogical practice, the author presents fragments of the experimental program elaborated for a didactic practice depending on the type of practices: assistant, didactic and practice in a holyday camp. Much attention is given to the verification of suggested solutions, the aim of which was to check the influence of the discussed programs of practices upon the candidate's creative attitude.

370. CIEŚLIŃSKI, RYSZARD: **Motywy wyboru miejsca pracy po Studiach Nauczycielskich.** (Motives for Choosing Working Places after Studies for Teachers). *Nauczyciel i Wychowanie* 1975, No. 6, pp. 85–91.

The author presents the course and results of researches carried out in two stages: the first stage — researches carried out in the academic year 1970/1971 on a sample of students from all the years of studies in the Higher School of Pedagogy in Białystok, Biała Podlaska and Siedlce (494 persons in all). The basic research method were a questionnaire, interviews with group tutors, directors of pedagogical practices and active youth as well as an observation. At the second stage in the years 1971–1973, the researches embraced all the graduates from Higher Schools of Pedagogy who started their work in rural elementary schools during these years (438 persons). The subject of the researches were all the fields of graduates' activity (didactic-educational and social work in school and environment as well as self-educational activity). An analysis of the material indicates the correlation between the aspirations in respect of a decision in choosing working place and an environmental origin of the subjects. Rural youth more often chooses rural environment as a place of its future work, whereas youth

from the city wishes to settle down there. Local environment has a significant influence upon the formation of youth's aspirations in this respect. The author discusses motives for choosing pedagogical studies as well as a place of work, determines postulates concerning the program of studies and an improvement of material-technical base of rural schools as well as living and working conditions of young teachers in the country.

371. JANOWSKI, ANDRZEJ: **Nauczyciele szkół średnich w ocenach młodzieży.** (Secondary School Teachers in Youth' Opinion). *Badania Oświatowe* 1976, No. 1, pp. 100–106, ill.

The problem of youth's opinion of teachers is presented on the basis of inquiry researches carried out by the Institute for Educational Research in Warsaw. The main subject of the researches were life aspirations of pupils from secondary schools. The employed inquiries included a great number of questions concerned with the influence of teachers' authority upon the formation of the aspirations. The materials obtained in this way enabled the author to analyze such problems as: 1) teachers' place among different persons, institutions and mass media which may exert an influence upon views and opinions — in youth's opinion, 2) an evaluation of the possibility of contacts between teachers and pupils in respect of various life problems, 3) a characteristics of teachers in youth's opinion, 4) features of a good teacher in pupils' opinion. The researches embraced two representative samples of younger and older pupils from secondary schools (each sample consisting of 1000 pupils).

372. KACZOR, STANISŁAW: **Funkcje społeczne nauczyciela a zakresy jego przygotowań.** (Teacher's Social Functions and the Scope of His Preparations). *Nauczyciel i Wychowanie* 1975, No. 6, pp. 77–85.

The author discusses the change of the role of a teacher as a person directing the didactic-educational process in connection with a greater role of mass media in the education of the nation as well as with an application of technical didactic means in schools and other educational centers.

The teacher eased of many activities which took much of his time, simultaneously has more difficult tasks on account of a greater number of activities connected with directing the process of selecting knowledge as well as with preparing youth and adults for a selective use of various sources of knowledge and its employment in different life situations. The author also considers the scope of knowledge and the range of activities indispensable for candidates for teachers as well as discusses teacher's social functions connected with four ranges of his work, i.e.: a) a teacher in a subject, b) a tutor, c) a socially active person, d) a research worker. Much attention is also devoted to the work of a vocational school teacher as well as of a teacher running a course who should possess special knowledge and skills.

373. KAMIŃSKI, WALDEMAR: **Wzór osobowy nauczyciela w świadomości młodzieży akademickiej.** (Teacher's Personality Pattern in the Consciousness of Academic Youth). *Nauczyciel i Wychowanie* 1975, No. 6, pp. 70–77.

The author carried out researches upon a sample of 700 students from studies of a pedagogical line at the University of Warsaw in order to find an answer to the question whether the students were prepared for such an understanding of teacher's profession and personality which would enable them in future to realize the tasks of socialist education in a creative way. Student's opinions present very differentiated research material. The indicate a complexity and variety of students' pedagogical orientations, susceptibility to moral aspects of professional work, ability to form a personality pattern of a perfect teacher combining in his activity didactic, educational, tutelar, diagnostic-research and culture-forming functions. An analysis of gathered material proves that students realize the fundamental importance of the conditions of political system for the functioning of the system of education and schooling in the society, show the knowledge of Marxist philosophy, its basic categories, theorems and principles. The author discusses a characteristics of teacher's personality as well as aims and methods of his work presented by students in their statements.

374. KRAWCEWICZ, STANISŁAW: **Z problemów kształcenia i doskonalenia nauczycieli.** (The Problems of Educating and Raising the Professional Qualification of Teachers). *Kwartalnik Pedagogiczny* 1976, No. 1, pp. 95–107, rez. sum.

The article contains and develops four theses connected with: 1) the model of relations between the teacher and the pupil both in the field of the process of cognition and in the moral-social field, 2) the process of specialization of school work, whereas the author distinguishes the following groups: a) specialists connected with educating and care of children and youth, b) specialists connected with managing and directing the education and schooling, c) workers helping in the service activity, 3) a closer connection between a theoretical preparation and teacher's didactic work, his tasks and practice, 4) a mutual connection between the process of institutionalization of teachers' lifelong education and the development of their self-education.

375. NOWAK, JAN: **W trosce o kadry nauczycielskie dla zreformowanej szkoły.** (Concern about the Educational Staff for the Reformed School). *Nowa Szkoła* 1975, No. 9, pp. 5–6.

The author discusses the course and results of the experiment carried out in the school years 1971/1972, 1972/1973 and 1973/1974 in the Cracow Superintendent's Office of the School District, and concerned with a professional orientation and recruitment of candidates for teacher's profession. The experiment upon the awakening and developing of pedagogical interests in youth from general secondary schools consisted in the organization of pedagogical circles (for pupils from grades I–III) whose task is, first of all, the development of teachers' interests, the presentation of the beauty and social rank of this profession. In grades IV, facultative pedagogical groups were organized to which the recruitment of youth was preceded by a thorough observation of tutors, teachers and psychologists, pertaining to the pupil's predispositions to this profession, features of a character and sanitary conditions. During lessons in the group, selected problems from pedagogy, psychology, history of education and sociology

are discussed as well as problems of the functioning of the system of education. Much attention is devoted to discussions about interesting articles from pedagogical periodicals and films about education. Facultative groups maintain contacts with the closest educational centers as well as participate in meetings with scientific workers from pedagogical higher schools. The obtained results are an evidence of the purposefulness of the experiment.

376. PLEŚNIARSKI, BOLESŁAW: **Przygotowanie studentów kierunków nauczycielskich i pedagogiki do zajęć pozalekcyjnych i pozaszkolnych.** (The Preparation of Students from Studies for Teachers and Pedagogy for Out-of-Class and Out-of-School Occupations). *Dydaktyka Szkoły Wyższej* 1976, No. 1, pp. 121–126.

The article discusses some problems connected with the preparation of students from higher schools for out-of-class and out-of-school occupations, i.e. program, practice and students' working methods. The program consists of: 1) aims and tasks of out-of class occupations as well as of centers for out-of school education described comparatively, 2) the subject and educational problems of various center, 3) a characteristics of forms and methods of work, 4) the information on the members and pupils from the centers, 5) the description of the material base of centers as well as of their administrative and educational staff. Practice in out-of-class centers may be carried out in the form of: 1) the inspection of centers by students getting acquainted with the whole of the organization, 2) visual attendance consisting in the observation of fragments of educational occupations, 3) participating attendance. Students' working methods consist in carrying on attendance conversations with academic teachers as well as in students' record piling embracing the exercise book of methodical reading matter and the journal of practices.

377. POPLUCZ, JAN: **Organizowanie zespołów badawczych wśród nauczycieli—studentów zaocznych studiów pedagogicznych.** (Organization of Research Teams among Teachers—Students from Extramural Pedagogical Studies). *Chowanna* 1975, No. 4, pp. 468–475.

The author of the article indicates the purposefulness of including studying teachers in the researches upon the

new problem — experimental. This purposefulness consists in: a) the development of a creative attitude toward pedagogical work being an indispensable constituent of the school effective activity, b) the improvement of the abilities of employing a methodical-scientific equipment during the application of various techniques in teachers' research work, c) the shaping of scientific thinking and the scientific interpretation of didactic-educational phenomena, d) the discovery of different connections among pedagogical facts perceived every day. Next, the author discusses the conditions of effectiveness of the cooperation between the higher school and studying teachers for the purposefulness of the results of researches for pedagogy, for the level of teacher's qualifications as well as for the level of school work. The most important conditions are: the reliability of materials gathered by the members of a research team, a thorough theoretical and methodological recognition of the problem, a mutual full trust of both sides as well as a serious attitude of an initiator of researches toward the members of the team. The author also discusses the difficulties in the research cooperation with studying teachers.

378. RACZKOWSKI, WITOLD: **Rola kontroli w doskonaleniu pracy szkół.** (The Role of Control in the Improvement of Work of Schools). *Zbiorcza Szkoła Gminna* 1976, No. 1, pp. 20–25.

The article is concerned with the organization and management of education in a district, particularly with the function of control as one of the methods of improving didactic-educational work of schools. The author discusses the control of the level of realization of a didactic-educational plan during particular lessons as well as the problem of self-control of teacher's work and the mutual attending of lessons by pupils-teachers in the balance of working time of the school principal. Problems connected with the effectiveness of external control (exercised by school inspectors) are also presented.

379. RATAJ, MARIAN: **Zadania i organizacja pracy nadzoru pedagogicznego.** (Tasks and Organization of Work of Pedagogical Supervision). *Nauczyciel i Wychowanie* 1975, No. 6, pp. 43–52.

The basic link ensuring an effective realization of the assumptions of the educational policy are school superintendent's offices whose range of activities and duties was extended after changing the administrative division of the country and the system of managing all the spheres of national life. The author divides the tasks of school superintendent's offices into three groups: 1) tasks connected with the role of a school superintendent's office as an organizer of education and schooling in the voivodship, 2) the role of a school superintendent's office as an inspirator and organizer of the pedagogical progress in education and schooling, 3) tasks resulting from the duties of school superintendent's office, concerned with the creating, for education and schooling, of favorable conditions of the realization of didactic, educational and tutelar aims. Discussing the organizational forms of supervision of school superintendent's office, the author divides them into: a) normative rules, b) periodic evaluation of work of managerial staff, c) inspection, d) debates, conferences, consultations and talks, e) consideration of complaints, grievances, appeals and conclusions, f) correspondence, g) accountancy. The author informs about the forms of work organized by the Ministry of Education and Schooling, promoting an improvement and preparation for professional tasks of the pedagogical supervision staff during debates, courses and studies in the cooperation with scientific-research institutions.

380. RURAWSKI, JÓZEF: **Społeczny status nauczyciela.** (The Social Status of the Teacher). *Nowa Szkoła* 1975, No. 10, pp. 13–15.

The author of the article states that the social role of the teacher, his tasks and functions, his consciousness and criteria of a social evaluation are subject to a historical evaluation. The development of education, the generality of education at all levels and stages cause the dissemination of the teacher's profession as well as changes in the teacher's social status, his social role and rank. In the present conditions, the teacher must be at the same time a pedagog, an educator, a psychologist, a research scientist, a tutor, and an adviser for every pupil. The realization of these tasks requires the existence of appriopriate condi-

tions. The basic problem here is the system of educating teachers and raising their professional qualifications, the system of preparing them for new duties and the permanent complementing of their knowledge. The author postulates the need for a scientific analysis of the social and individual consequences of the great mass process of education, the consequences of reconciling work with learning for the family life, a frame of mind, teacher's psychical and social reactions. Thorough researches of sociopedeutologs are needed. The results of the researches should contribute to changes in the social consciousness of concepts pertaining to the role of the teacher in the contemporary system of education and schooling as well as to changes of the teacher's status.

381. SKOWROŃSKI, MIECZYSŁAW: **Problemy nauczycieli startujących w zawodzie.** (Problems of Teachers Entering Their Profession). *Nauczyciel i Wychowanie* 1975, No. 6, pp. 91–97.

The Institute for Teachers' Education and Educational Research in Bydgoszcz carried out inquiry researches upon a vocational adaptation of teachers entering their profession — graduates from Higher Studies for Teachers, Higher Schools of Pedagogy, Universities, Technical Universities and Higher Schools of Engineering, who started professional work in the school year 1973/1974. The research embraced a sample of 100 persons. The following problems are discussed: a) the preparation for a profession by the higher school, b) social-living conditions of the respondents, c) first contacts of respondents with schools, d) the relation between headmasters and teachers entering their profession, e) the satisfaction with work of teachers entering their profession, f) professional and social overburdening of teachers entering their profession. On the basis of an analyses of the material, the author presents remarks and conclusions directed to university and school authorities, headmasters as well as to political, social and union organizations in respect of an adaptation of teachers entering their profession to their vocational environment.

382. SZYMKAT, JANINA: **Fakultety pedagogiczne w liceach ogólnokształcących formą przygotowania młodzieży do studiów nau-**

czycielskich. (Pedagogical Faculties in General Secondary Schools as a Form of Preparation of Youth for Pedagogical Studies). *Ruch Pedagogiczny* 1976, No. 1, pp. 67–79.

The author of the article presents the results of the experiment being carried out since 1971, consisting in the introduction of lessons in pedagogy into the plan of teaching in general secondary schools. The aim of the experiment was to improve the quality of a choice of candidates for pedagogical studies. The results presented in the article are concerned with youth embraced by the activity of pedagogical faculties from 1971/1972 to 1973/1974, amounting to 533 participants from 17 schools in the Cracow Voivodship. The analysis of the obtained results is devoted mainly to four groups of factors characterizing the participants of the faculties as well as their prognostic value in the choice for teacher's profession. These are: sociological factors (environmental-social conditionings), didactic (educational attainments in a secondary school, during entrance examinations to the higher school as well as during studies), psychological (mental level, personality features, degree of vocational fitness) as well as pedagogical (motivations of the participation in the faculties, professional decisions).

383. WIECZOREK, TADEUSZ: **Opinia magistrów pedagogiki rolniczej o studiach i pracy zawodowej.** (Opinions of Masters of Agricultural Pedagogy on Studies and Professional Work). *Studia Materiały Informacje* 1975, No. 2, pp. 35–51.

The article discusses the researches which attempted to define the degree to which the pedagogical knowledge of graduates, from the Extramural Pedagogical Studium for Master's Degree attached to the Agricultural University of Warsaw (the Agricultural Academy of Warsaw), influences the raising of the level of their professional, social and cultural-educational work in the environment. The empirical material was gathered by means of an inquiry, an analysis of records as well as an observational method in 1973. The researches embraced a sample of students from year II and graduates from the Extramural Pedagogical Studium for Master's Degree (about 300 re-

spondents). The tasks, program and organization of the Studium in respect of agricultural pedagogy are presented. The results of the inquiry, in the part concerning the characteristics of the subjects, included data about the structure of their sex, age, social origin, family and civil state, education, place of residence and work as well as living conditions and an attitude of the closest environment toward students. The motives for taking up studies are also given. The other questions of the inquiry aimed to define graduates' professional and social activity. Graduates' opinions about plans, programs and organization of studies are discussed as well.

V. SCHOOLS AND INSTITUTIONS

(by type or level)

V.1. PRIMARY

384. BOGDAŃSKA-ZAREMBINA, ANNA and MARKOWSKA, DANUTA and ZEGADŁO, EDWARD: **Analiza pewności wiedzy ucznia przeprowadzona na podstawie badań testowych.** (An Analysis of the Certainty of Pupil's Knowledge Made on the Basis of Test Researches). *Z Badań nad Treścią i Metodami Kształcenia Ogólnego* 1975, No. 4, pp. 20–24.

The problem of the certainty of pupil's knowledge belongs to the subject of researches upon educational attainments and, according to educators, an early detection of shortcomings in this field is of a great significance for the effectiveness of the educational process. The article presents two methods of evaluating the certainty of pupil's knowledge, the first one — based upon specially constructed exercises (tests), the second one — on the basis of pupils' subjective evaluations. The first method is presented on the example of exercises in the Polish language for grade IV of an elementary school as well as in mathematics for grade I of a general secondary school. The second method is described on the basis of researches upon educational attainments in chemistry of pupils from grade II of a

secondary school, in which tests were employed demanding from the pupil his own evaluation of the certainty of knowledge.

385. BONECKI, HENRYK: **Z badań nad nową technologią kształcenia w zakresie fizyki na poziomie propedeutycznym.** (Researches upon the New Technique of Education in Physics at the Propaedeutical Level). *Fizyka w Szkole* 1975, No. 1, pp. 14–20.

The article discusses the publications elaborated during an experiment carried out in the years 1969–1972, the aim of which was to introduce new methods, means, and organization of the teaching-learning process into the practice of teaching physics. These publications are: "Teaching Physics in Grade VII — Manual for the Teacher" and "The Exercise Book in Physics for Grade VII Pupil." They contain a new conception of teaching physics on the example of grade VII, consisting in, among others: 1) applying a pupil's manual in the organization of an independent work during the lesson (the manual fulfils informative and cognitive functions), 2) employing, on a large scale, the problem method of education, 3) taking into consideration two main models in the structure of the lesson: the model in which the cognitive process from theory to practice takes place as well as the model of lesson in which the cognitive process from practice to theory takes place, 4) employing various forms of pupils' work during the lesson, 5) mutual interweaving and complementing of independent work, work in groups and collective work.

386. DOBRZYŃSKI, BOLESŁAW: **Dynamika rozwoju cech motorycznych u dzieci i młodzieży.** (The Dynamics of the Development of Motor Features in Children and Youth). *Z Badań nad Treścią i Metodami Kształcenia Ogólnego* 1975, No. 4, pp. 32–39, ill.

The author defines the following motor features: man's speed, endurance, strength and dexterity. The development of these features may be stimulated by an appropriate selection of physical exercises. The problem of the dynamics of motor development of children and youth

aged 7–15 was analyzed from this point of view. On the basis of the researches upon the physical efficiency and dexterity as well as upon the influence of motor exercises on the organism, carried out on a sample of 80 pupils aged 7–11 and 12–15 from 4 elementary schools, the author attempts to define the following problems: 1) the admissible degree of burdening the organism of children and youth, 2) the development of motor features of pupils in the age groups discussed, 3) the possibilities of stimulating this development by means of appropriately selected motor exercises. The conclusions are a contribution to a correction of programs of physical training in an elementary school.

387. DRYNDA, DANUTA: **Z badań nad rozwojem samodzielności myślenia uczniów w procesie nauczania-uczenia się na lekcjach historii.** (Researches upon the Development of Independent Thinking of Pupils in the Process of Teaching-Learning during Lessons in History). *Chowanna* 1975, No. 4, pp. 502–512.

After a review of the last researches concerned with teaching history in Poland, the author presents the results of his own investigations carried out in the school year 1971/1972 in three elementary schools at Siemianowice. Diagnostic researches were carried out on a sample of 216 pupils from grade VII, next, experimental researches — on a sample of 209 pupils of the same group from grade VIII. The aim of the experiment was to indicate that in the realization of the program material during lessons in history in grade VIII there exist real possibilities of employing such methods of education which develop pupils' independent thinking. Questions and answers as well as knowledge test were employed as methods in diagnostic researches, whereas in experimental researches — pupils' free statements, a questionnaire and an inquiry. Comparing the results of the experiment with control schools, an advantage of teaching methods employed in experimental schools was stated. These are: problem education, inculcating in youth the methods of mental work, developing the ability of employing various sources of knowledge and forms of conveying contents as well as consistent checking and demanding pupils' comprehension

of concepts, facts, conclusions and motives. The results of the researches are presented in statistical tables.

388. GRYGORCZUK, MIKOŁAJ: **Czytelnictwo jako jedna z form aktywności kulturalnej uczniów szkół podstawowych.** (Reading Habit as One of the Forms of Cultural Activity of Elementary School Pupils). *Oświata Dorosłych* 1975, No. 6, pp. 551–554, ill.

On the basis of an inquiry carried out on a sample of 125 pupils from grades VIII of elementary schools for workers in the city as well as in the country, the author discusses the problem of participation of learning and working youth in the cultural life of their environments as well as the degree of participation of reading habit in it. The forms of cultural activity of pupils from elementary schools for workers are different and they depend upon sex and environment. In the city, the cultural activity of the subjects is much greater than in the country, the cultural activity of men — greater than that one of women (having less free time). The most important factor here is the possibility of choosing the most appropriate occupation. The majority of pupils from schools for workers read books, listen to radio broadcasts, watch TV programs, go to the theaters, cinemas, museums and clubs for the purpose of resting. Only few pupils treat the participation in culture as a satisfaction of interests and an enrichment of knowledge of the surrounding world. The results of researches also indicate that the book and reading habit — in spite of an almost general interest in the radio and television — still remain one of the basic forms of cultural activity of pupils from elementary schools for adults. The article is illustrated with tables.

389. KARCZEWSKI, JAN: **Stan organizacyjny zbiorczych szkół gminnych w roku szkolnym 1975/1976.** (The Organizational State of Collective District Schools in the School Year 1975/1976). *Zbiorcza Szkoła Gminna* 1976, No. 1, pp. 6–8.

The article presents the reconstruction of the network of schools in the country in connection with the organization of collective district schools in the school year 1975/1976. The distribution of district schools in particular macro-

regions of Poland as well as the intensive development of these schools depending on the level of economic development of the region are characterized by means of numerical data. Further tendencies are also discussed to transform the organization of education and schooling in the country together with the conditionings of this process by means of such factors as: the reform of local organs of the state administration, an increase in population in agglomerations, the migration of population from the country to the city, etc.

390. KOŚ, MARIA: **Czynniki warunkujące sprawowanie się uczniów w szkole.** (Factors Conditioning Pupils' Behavior at School). *Ruch Pedagogiczny* 1976, No. 1, pp. 84–89.

The article attempts to define the causes of pupils' proper and improper behavior at school on the basis of the researches carried out on a sample of pupils from grade VII of one of the elementary schools at Jasło. Analyzing the problem mentioned above, the author takes into consideration a number of factors which influence pupils' behavior. These are: 1) biological factors (physical predispositions, an individual's nervous system, the state of organism's physiological balance), 2) factors of a psychological character (pupils' abilities, interests, ambitions, the level of aspirations, emotional states), 3) environmental factors (the size and character of the environment, the tempo of changes, traditions, the level of material, cultural and moral life of the family, the child's position in the family), 4) factors of a pedagogical character (the method of evaluating pupils' educational attainments, methods of teaching, the burdening of pupils with school learning and other occupations, the activity of social and youth organizations, methods and means of education employed in a given school).

391. KRUSZEWSKI, KRZYSZTOF: **Wpływ lekcji na zasób umysłowy uczniów.** (The Influence of Lessons upon Pupils' Knowledge). *Kwartalnik Pedagogiczny* 1976, No. 1, pp. 109–114.

The article is a report on empirical researches upon pupils' knowledge carried out in grades V in one of the Warsaw

schools during lessons in nature study and geography. The following hypotheses are analyzed: 1) whether, before the lesson, pupils know the concepts included in its content, 2) the sources of pupils' knowledge, 3) a characteristics of prelesson knowledge, 4) how many pupils possess this knowledge, 5) quantitative and qualitative changes which take place in pupils' knowledge under the influence of the lesson. The researches were carried out by means of a didactic test. The results pertaining to the presented hypotheses are also described.

392. LIGĘZA, MARIA and FENCZYN, JAN: **Rozumienie niektórych pojęć przyrodniczych przez uczniów szkoły wiejskiej.** (Understanding of Some Problems Pertaining to Nature by Rural School Pupils). *Kwartalnik Pedagogiczny* 1975, No. 4, pp. 131–137, ill.

The article is a report on the level of understanding of general and particular concepts pertaining to nature by rural children aged 9–10. The researches were carried out in 1972 in one of the elementary schools in Lubaczów District and embraced a sample of 53 pupils from grades III and IV. The material for the researches was prepared on the basis of an analysis of contents of manuals in nature science for grades III and IV. The selected concepts are divided into two categories from the point of view of their range of contents: general and particular concepts. In the experiment, six general concepts were employed (height, dream, respiration, life, reproduction, death) as well as nine particular concepts (weed, corn, pest, mammals, seed, beast of prey, exotic animal, undergrowth, parasite). A modified version of J. Piaget's clinical method was employed in order to define the level of understanding of general concepts pertaining to nature. The level of individual's intelligence was described as one of the most significant factors determining the creation and comprehension of concepts. One of the techniques of measuring children's intelligence was employed — the Scale of Color Matrices by J. C. Raven. The results of the test were compared with the level of defining general concepts.

393. MORAWIEC, JÓZEF: **O dalszy rozwój pracowni fizycznej w szkole gminnej.** (Further Development of the Physics Laboratory in Collective District School). *Fizyka w Szkole* 1975, No. 4, pp. 31–34, ill.

The article is devoted to the equipment of school physics laboratory. The simple operation of the main audiovisual equipment is presented. The simple control desk feeding all the equipment and the diagram of a wiring system as well as the equipment for curtaining the windows in the laboratory are described. The article also includes suggestions concerned with the distribution of the basic equipment in the physics laboratory.

394. PAŹDZIOR, MARTA: **Badania dojrzałości szkolnej a powodzenie szkolne uczniów.** (Researches upon School Maturity and Pupil's School Success). *Chowanna* 1975, No. 4, pp. 485–491.

In order to prevent pupils' school failures, researches are carried out in Poland upon children's school maturity one year before starting school education. The newest method employed in the researches is the School Maturity Test by B. Wilgocka-Okoń, called DS1. The article attempts to compare the results of researches with children's school successes. The group of subjects consisted of 30 pupils from grades I–V of the elementary school in Katowice. The researches were carried out thrice with three months' intervals. The basic research method were tests in educational attainments. The tests for researches were elaborated according to the requirements of the school curriculum. Researches on writing and counting were carried out in groups, reading aloud was tested individually. The ability to write was tested in three forms: copying, writing from memory and writing by ear. The results were compared with the results of an analysis of children's school exercise books. Reading aloud of a text was recorded, then a graphic method by A. Maćkowiak was employed. In the analysis, the way and time of reading were taken into consideration. Mathematical problems included addition and subtraction. The analysis of the research material enables to conclude that children obtaining good results in

researches upon school maturity have a higher level in school education. The article is supplemented by statistical data.

395. SOCZEWKA, JÓZEF: **Nauczanie chemii w świetle struktury nauki.** (Teaching Chemistry in the Light of the Structure of Science). *Z Badań nad Treścią i Metodami Kształcenia Ogólnego* 1975, No. 4, pp. 5–12.

The article presents the methods of constructing programs of teaching chemistry as well as didactic instructions enabling to reduce certain discrepancies in teaching this subject in elementary and secondary schools. Conflicting situations result from the fact that various chemical theories coexist in the structure of the subject (chemistry), which leads to the formulation of contradictory definitions as well as to different manners of writing down the chemical equations. The author's considerations are based upon the assumptions that the difficulties in teaching chemistry may be avoided at an elementary and higher level through assimilating the educational process to the research process. According to this conception, the basic didactic principles of an analysis of the structure of the matter are presented as well as the methods of describing it in teaching chemistry and the methods of describing chemical reactions by means of equations are defined. The principle of a theoretical equipoise is discussed as an obligatory norm of procedure in the process of teaching chemistry. This principle consists in a many-sided interpretation of the newly learnt chemical concepts and their relations toward all learnt so far.

396. WILGOCKA-OKOŃ, BARBARA: **Czas wolny uczniów szkół podstawowych i średnich.** (Leisure Time of Pupils From Elementary and Secondary Schools). *Kwartalnik Pedagogiczny* 1975, No. 4, pp. 3–21, rez. sum.

The subject of considerations is the problem of leisure time of pupils from elementary and secondary schools. The authoress employs the results of researches carried out in the years 1971–1972 upon the time budget of elementary school pupils. Various kinds of activities connected with

leisure time were taken into consideration in the researches (reading habit, games, walks and social meetings, watching television, listening to the radio, theater, cinema, etc.). An analysis of the community under investigation is made discussing particular activities during free time. Their place in the pupil's day is indicated. Statistical data characterizing the differences in the organization of pupils' leisure are presented together with the division into city and country as well as into particular school grades.

397. WILLAN, URSZULA: **Obciążenie dziecka wiejskiego pracą fizyczną i jego skutki.** (The Burdening of Rural Child with Manual Labor and Its Effects). *Zbiorcza Szkoła Gminna* 1976, No. 1, pp. 14–19.

The article contains a report on the results of researches carried out in Poland during the last 15 years upon the degree of the burdening of rural children with manual labor as well as upon the consequences for the present and future situation of these children. In the light of these researches, the following problems are discussed: 1) the burdening of children with manual labor and their mental level, 2) a school career of the rural child (time assigned for home education, the presence during lessons, non-promotion phenomenon and drop-out), 3) the physical development of rural children, 4) free time, 5) life plans and professional aspirations.

398. ZYCH, ADAM: **Psychologiczne i społeczne uwarunkowania wartości diagnostycznej oceny szkolnej.** (Psychological and Social Conditionings of the Diagnostic Value of School Mark). *Kwartalnik Pedagogiczny* 1975, No. 4, pp. 151–158.

The paper is an autoreport of a doctor's thesis written in the Institute for Educational Research in Warsaw under the supervision of Prof. Dr. Wincenty Okoń. The results of researches upon psychological and social conditionings of diagnostic value of school mark are discussed in short. The researches were carried out in the years 1971–1973 on a sample of 532 pupils from grades V of elementary schools as well as of 61 teachers from Warsaw, Katowice, Cracow, and Łódź Voivodships and the city of Warsaw.

The main research method was a natural experiment. The subject of the author's interests was a diagnostic value of marks obtained for compositions in the Polish language. Those marks were given by individual teachers and by the whole team. The author also concentrated upon psychological factors influencing a diagnostic value of school mark as well as upon social factors determining the value of this mark. The results of the researches were statistically elaborated by means of the following statistical instruments and criteria: Kuder-Richardson's pattern (K-R 20), correlation factor according to the moment of product, Pearson's average correlation factor, two-series correlation factor, Student's test "t", Fisher's test "z" as well as auxiliary statistical techniques.

See also: 337.

V.2. SECONDARY

399. CHRUPAŁA, HENRYK: **Eksperyment intensywnego nauczania astronomii.** (The Experiment of Intensive Teaching Astronomy). *Fizyka w Szkole* 1975, No. 2, pp. 12–17.

The article reports the results of the experiment which was carried out in 1966 in two last grades of the General Secondary School at Rybnik (73 pupils in all). The experiment consisted in the realization of the whole course of astronomy, included in the program of a secondary school, during 36 lessons. All the lessons took place in the Silesian Planetarium in Chorzów with the employment of a set of teaching aids. One evening was devoted to lessons in the Astronomical Observatory. The article contains a list of topics of the successive lessons realized during the experiment. The statistical description of the results of the experiment was elaborated on the basis of three tests: the first one was made soon after the course in the group of pupils under investigation, the second one — in the same group — one year later, whereas the third test embraced a group of pupils (the other two last grades from the same school) who studied, according to a traditional method, the program of astronomy in their school.

400. DEMBOWSKI, RENARD: **Zarys koncepcji dydaktycznej podręcznika fizyki.** (An Outline of a Didactic Conception of the Manual in Physics). *Z Badań nad Treścią i Metodami Kształcenia Ogólnego* 1975, No. 4, pp. 39–42, ill.

The author defines the introductory didactic functions of the manual in physics for a ten-year school, i.e.: informative, transformative (preparing the pupil for the transformation of reality on the basis of information included there), research, and self-educational functions. On the basis of the description of didactic functions, the author makes a typology of manuals which should be elaborated as well as discusses the connections between the didactic and logical structures in the suggested manuals in physics and analyzes the functions of particular elements of the structure of the manual. The suggested conception is presented to be discussed.

401. KOWALSKI, TADEUSZ: **Koła zainteresowań jako element systemu kształcenia uczniów zdolnych.** (Circles of Interests as an Element of the System of Educating Able Pupils). *Kwartalnik Pedagogiczny* 1975, No. 4, pp. 115–130.

The article discusses the results of researches upon the possibilities of stimulating the development of the abilities of exceptionally able pupils through the activation of circles of interests in the conditions of rural school. An analysis proper is preceded by a presentation of works upon school circles of interests, their organization and function. The author's main consideration is given to several problems, e.g.: barriers hindering the development and activation of circles of interests, organizational forms and methods dominating in the work with an able pupil, the correlation between the participation in the work of a circle of interests and the line of secondary school learning. Considerations of these problems are accompanied with a comparative analysis in respect of selected elements of the educational situation in two regions under investigation (Puławy and Żary).

402. KWIECIŃSKI, ZBIGNIEW: **Odpad w pierwszym roku nauki w szkołach ponadpodstawowych. Studium warunków upowszechniania szkoły średniej.** (Drop-Out during the First Year of Education in Postelementary Schools. The Study of the Conditions of Generalizing the Secondary School). *Kwartalnik Pedagogiczny* 1976, No. 1, pp. 115–135.

The article contains an attempt of a quantitative evaluation and a partial characteristics of the phenomenon of interrupting studies by pupils from postelementary schools in the period from the admission to the school to the beginning of school year in grade II, i.e. in the ninth year of studies. Empirical researches were carried out in two regions (the city and rural areas surrounding it) in two stages. At the beginning of studies in grade I (1972/1973), an inquiry was made including the basic data concerning all the pupils from all postelementary schools. In the second stage at the beginning of studies in grade II (1973/1974), an analysis of school records was made as well as of interviews with teachers and headmasters about education, causes of leaving school, and postschool lot of all the pupils who left the school. The results of researches are included in the article, concerned with the following problems: 1) a general quantitative characteristics of school failures in all types of postelementary schools, 2) school marks, mental level, aspirations, 3) school age and drop-out, 4) sex and interrupting education; permanent place of residence of the pupils' family and drop-out, 5) organizational level of an elementary school, 6) drop-out and social-professional status of the family.

403. SZYMANDERSKA, WANDA: **Problematyka sozologiczna w podręcznikach biologii w szkole ogólnokształcącej.** (The Problems of Sozology in Manuals in Biology in the General Secondary School). *Z Badań nad Treścią i Metodami Kształcenia Ogólnego* 1975, No. 3, pp. 60–63.

The problem of the protection of man's natural environment has become very important in the recent years. This problem was taken into consideration in the construction of educational programs for the new general 10-year school. The authoress analyzes the contents concerned with

the protection of nature, included in the manuals in biology used in general elementary and secondary schools in the recent years. This analysis attempted to define the kind of concepts of nature and type of argumentation being in favor of the protection of natural environment, which dominate in the manuals under discussion. The analysis of the material enabled the authoress to evaluate the usefulness of the present manuals for teaching sozology in the reformed general 10-year school as well as to indicate the basic shortcomings in this respect. Many conclusions for the authors of manuals and educational program in the ten-year school were formulated as well.

404. WIĘCKOWSKI, RYSZARD: **Nauczanie zróżnicowane a jednolitość szkolnictwa.** (Differentiated Teaching and Uniformity of Education and Schooling). *Nauczyciel i Wychowanie* 1976, No. 1, pp. 84–92.

The subject of the article is the differentiated teaching in the future reformed secondary school with a uniform educational program. The author discusses some essential problems in this field, considering the conception of differentiated teaching in respect of: teaching contents, methods and organization of education and didactic means. He also presents the suggestions pertaining to program-organizational solutions in the new school. They propagate taking into consideration individual differences in the conditions of employing problem teaching methods, the organizational model of a general secondary school not only adapted to the rhythm of pupils' work but also preparing them for self-education and permanent education in various forms (a class-laboratory model), as well as the function of the manual and its character as one of didactic means in the differentiated teaching.

405. ZACZYŃSKI, WŁADYSŁAW: **Modernizacja metod, środków i form organizacyjnych kształcenia w szkole 10-letniej.** (The Modernization of Methods, Means and Organizational Forms of Education in the Ten-Year School). *Kwartalnik Pedagogiczny* 1976, No. 1, pp. 65–75, rez. sum.

Taking into consideration all the changes in the contemporary civilization, the author discusses the tasks of

education in respect of: 1) an increase of human perceptive possibilities, 2) a formation and development of subjective readiness for changes, 3) a development of creative attitude comprehended both as the intellect and personality features, 4) shaping of human expressive abilities in their compensatory and creative functions, 5) a formation of the sense of collectivism as a condition of creating all values. The author analyzes the scientific achievements of didactics as well as the conditions of the realization of the mentioned tasks. Main attention is devoted to educational methods, didactic means and the organization of educational process.

See also: 325, 354, 384, 395–396.

V.3. VOCATIONAL

406. GAZDA, JANUSZ: **Wychowanie i kształcenie zawodowe w działalności ZSMW.** (Educational and Vocational Training in the Activity of the Socialist Peasant Youth Union). *Nowa Szkoła* 1975, No. 7/8, pp. 12–14.

One of the initiatives of the Socialist Peasant Youth Union is the activity to strengthen the collective district school. The author distinguishes four forms of the common actions of the collective district school and the Socialist Peasant Youth Union within the range of: 1) the realization of didactic-educational tasks of the school and the cooperation with the Polish Scouts' Association, 2) the improvement of the material base of collective district schools, 3) the organization of educational-cultural and sport-tourist work with adults (the integration of young rural intelligentsia — teachers, doctors, agricultural service — in the artistic groups, circles of interests, etc.), 4) the cooperation with teachers (assistance in organizing education for workers, the organization of educational actions in cooperation with the school). Considering the problem of vocational training in the activity of the Socialist Peasant Youth Union, the author lists: professional preorientation, recruitment of pupils to Agricultural Technical Schools,

Elementary Agricultural Schools and students of the Agricultural Training assistance in organizing the Olympic Games in Agriculture and others. The author also roughly outlines the plan of the activity of the Socialist Peasant Youth Union.

407. KOT, WACŁAW: **Wiadomości słuchaczy podstawowych studiów zawodowych w zakresie podstaw wiedzy o przyrodzie.** (The Knowledge Accumulated by Pupils from Elementary Vocational Studies of the Fundamentals of Nature Science). *Z Badań nad Treścią i Metodami Kształcenia Ogólnego* 1975, No. 4, pp. 49–55.

The centers for adult education, assigned to persons aged 30–45 who did not finish the elementary school, are the elementary vocational studies which were set up 2 years ago. These schools enable the workers to complement during 10 months the educational program of an elementary school as well as to gain vocational skills. The knowledge accumulated by pupils from the elementary vocational studies of the nature science, was checked by means of researches carried out on a sample of 227 persons beginning their education at 11 vocational studia in the environment of the city, the little town and the country. The main research instrument was a questionnaire consisting of two parts. The first part was concerned with questions about the age, education, kind of executed work, break in school learning as well as the grade in which the pupil gave up studies. The second part contained questions pertaining to the knowledge of nature science (knowledge of nature in general and knowledge connected with people's outlook on life). On the basis of the researches, the level of pupils' knowledge was defined as well as correlations among the possessed knowledge and the environment, the kind of work, etc. The results will serve to elaborate a new curriculum and a manual in the fundamentals of nature science for the type of school under discussion.

408. SOBORAK, REGINA: **Przygotowania do próbnego wdrażania zawodów szerokoprofilowych.** (Preparations for the Tentative Initiation of Broad-Profile Professions). *Nowa Szkoła* 1975, No. 7/8, pp. 29–31.

The author discusses the activity of the Institute for Vocational Training aiming to find the best forms and methods of educating, at the level of secondary school, the future professional staff, adapted to the permanently increasing and changing demand of the national economy for skilled workers. The works were carried out in the following stages: 1) the elaboration in 1974 of the project of the new nomenclature stipulating that there would be a considerable limitation of the number of professions of narrow specialization in favor of broad-profile professions (from 588 to 200 professions in the elementary technical schools and other technical schools), 2) the preparation of the plans of 14 broad-profile specializations for the tentative initiation since September 1, 1975 in 50 selected schools in the whole country, 3) the elaboration of "The Directions for the Authors of New Programs," 4) the preparation of detailed curricula of integrated subjects, 5) the elaboration of the list of teaching aids. The author states that all the works were carried out in close cooperation with teachers from vocational schools.

409. URA, DANIELA: **Próbna realizacja programu wychowania obywatelskiego w ZSZ.** (The Tentative Realization of the Program of Civic Education in Elementary Vocational Schools). *Z Badań nad Treścią i Metodami Kształcenia Ogólnego* 1975, No. 4, pp. 12–20.

The author presents the results of experimental researches upon the usefulness of the program of civic education for elementary vocational schools, elaborated in the Institute for School Programs in Warsaw. The experiment was carried out in the selected seven elementary vocational schools representing a differentiated social environment of youth in the school year 1974/1975. A research verification of this program aimed to answer all the questions concerned with its being communicative and functional, mainly with its structure, language, adequacy to the needs and possibilities of the environment, proportions between the presented problems and the blocks of contents as well as with a number of lessons devoted to particular problems. The results of the experiment provided a lot of information useful for a correction of the program as well

as for an elaboration of auxiliary materials for teachers and pupils.

See also 402.

V.4. HIGHER

410. BUGIEL, JULIAN and HABER, LESŁAW HENRYK and KOSOŃ, WIESŁAW: **Wybrane zagadnienia adaptacji studentów do środowiska uczelni technicznej. Raport z badań socjologicznych przeprowadzonych wśród studentów I roku Akademii Hutniczo-Górniczej im. S. Staszica w Krakowie.** (Selected Problems of Adaptation of Students to the Environment of Technical School. Report upon Sociological Researches Carried out on a Sample of Students from Year I of Stanisław Staszic Academy of Mining and Metallurgy in Cracow). Akademia Górniczo-Hutnicza, Instytut Nauk Społecznych, Kraków 1974, 76 pp., ill.

The results of the researches carried out by the Institute for Sociology of Labor of the Academy of Mining and Metallurgy, constitute the second stage of long-term program of researches on the social factors of choosing a line of studies by secondary school graduates, an adaptation of youth to the environment of a technical school as well as the problems connected with the course of studies of youth depending upon its social origin. In the first stage of researches (May–July 1969), personal records of candidates were employed kept in the Departmental Commissions for Recruitment of the higher school as well as a questionnaire-inquiry concerned with candidates' social-demographic characteristics, motives for choosing a line of studies, effectiveness of the sources of information about studies in the Academy of Mining and Metallurgy, as well as with an influence of the environment upon decisions in choosing a line of studies. In the second stage (October 1970) mainly the factors impeding the process of social adaptation are analyzed as well as the degree of advancement of youth's adaptation to the higher school environment after year I of studies, social-political activity, participation in the cultural life and forms of employing

leisure time. The researches were carried out on the basis of an inquiry, meetings and discussions in which students from year I participated, an analysis of university records as well as of records of social-political organizations of the university.

411. GIELAROWSKA, DANUTA: **Procesy samowychowania młodzieży studenckiej.** (Processes of Students' Self-Education). *Dydaktyka Szkoły Wyższej* 1975, No. 4, pp. 75–88.

The problem of students' self-education was the subject of researches carried out in the Warsaw Technical University by the Department of Pedagogy of the Institute for Economic-Social Sciences. The researches were concerned with the role of the environment of dormitories in educating students. They were supposed to define the students' attitude toward themselves and self-education as well as to describe the contents and methods to be employed in this environment in order to start self-educational processes. The following methods were employed in the researches: an observation of students' environment — participating and open observation by the person carrying out the researches, an observation of the inhabitants of students' dormitories — participating and secret observation by the persons cooperating in the researches, an anonymous questionnaire as well as individual interviews. The conclusions drawn from the researches give us a lot of information useful in the process of educating academic youth.

412. JANUSZKIEWICZ, FRANCISZEK and WAŃKOWICZ, ZOFIA: **Kariery studenckie najlepszych absolwentów szkół średnich.** (Student Careers of the Best Graduates from Secondary Schools). *Dydaktyka Szkoły Wyższej* 1975, No. 4, pp. 29–51.

Each secondary school in Poland has the right to select three best graduates for a higher school without an examination provided that one of them chooses an optional line of studies, another one — studies for teachers, and the third one — a line of studies with an inadequate number of candidates. In 1972, the Ministry of Science, Higher Education and Technology commissioned the Institute for

Scientific Policy and Higher Education to carry out researches upon student careers of these graduates, aiming at: defining the degree to which the method of selecting the best graduates fulfils its functions, defining the social and ecological structure of the community of the best graduates, examining whether a choice of the best graduates is right from the point of view of a higher school, describing the student career of best graduates, stating whether this form of enrollment to studies may be considered as one of the methods of revealing gifted individuals, defining the direction of the improvement of this system. The researches embraced a sample of 4965 persons (graduates from 1972 and 1973). The following methods were employed: students' individual cards, inquiries, and interviews. The researches are not completed yet, their end to be foreseen in 1978, but the authors present the preliminary conclusions pertaining to the above mentioned problems.

413. JUNDZIŁŁ, IRENA: **Stosunek młodzieży akademickiej do problemów samowychowania.** (AcademicYouth's Attitude Toward Self-Educational Problems). *Kwartalnik Pedagogiczny* 1975, No. 4, pp. 187–201.

Examining the attitude of academic youth toward self-educational problems, the author attempts to describe students' treatment of self-educational work, the aims of which they try to realize, the difficulties encountered by them as well as the way of reaching their aims. The subject is discussed on the basis of written statements of 240 students (188 girls and 52 boys). Among many problems connected with self-education, the authoress analyzes a few of them. These are: perception and self-evaluation, students' understanding of educational work, degree of preparing and initiating youth into self-education.

414. KUNICKI, JAN: **Krótka forma filmowa jako pomoc dydaktyczna.** (A Short Film Form as a Teaching Aid). *Dydaktyka Szkoły Wyższej* 1976, No. 1, pp. 143–152.

The article presents selected problems concerned with short film forms (insertions). The characteristic features of a didactic film are analyzed as an aid in education

taking into consideration the role of a picture in the development of imagination, methods of employing didactic films and the peculiarity of a short form. A detailed characteristics of a short form as an aid supplementing the lecture is given on the example of laboratory exercises in physics. The author describes a film insertion as an instrument in program education considering the picture to be a source of information as well as the possibilities of an additional individualization in the process of education with the employment of a short form (an interaction mini-system with the aid of a video tape recorder or a cassette projector).

415. MALEWSKA, EUGENIA: **Przygotowanie absolwentów Akademii Rolniczo-Technicznej w Olsztynie do życia społecznego w zakładach pracy.** (The Preparation of Graduates from the Agricultural-Technical Academy in Olsztyn for the Social Life in Institutions). *Dydaktyka Szkoły Wyższej* 1975, No. 4, pp. 3–16.

In 1974, researches were carried out on a sample of 420 graduates from the Agricultural-Technical Academy in Olsztyn after 2-year length of service and were concerned with the problem of preparations and abilities of graduates in respect of shaping interhuman relations. In 1972, when young workers were finishing their studies, their theoretical preparation for this form of activity was examined in the higher school. The following research techniques were employed: interviews, inquiries, an analysis of materials of students' meetings as well as of conferences and debates devoted to problems of educating and evaluating graduates, sociometry employed in the institutions in which graduates gave up their work. After the qualitative and quantitative analysis of the material, the authoress discusses the following problems: graduates' images of their work at the end of their studies, social relations in graduates' professional work, causes of changes of graduates' place of work as well as employers' opinions on graduates.

416. OLSZAŃSKI, JÓZEF and ORZECHOWSKI, JACEK: **Podręcznik akademicki jako scenariusz pracy wykładowcy.** (The Academic Manual as Lecturer's Scenario of Work). *Dydaktyka Szkoły Wyższej* 1975, No. 3, pp. 19–34.

The authors develop a thesis which assumes the manual to be "a universal instrument" of the teacher's work and not a didactic means or a teaching aid as it is defined by the contemporary methodology. The essence of such a manual would consist in organizational connections ensuring the balance among three basic systems of a didactic process being organized, i.e. the system of conveyed contents, planned activity as well as of projected means and equipment. The authors present: an organizational aspect of the structure of the manual, the problem of the manual's function, general principles of the structure of the manual, didactic-methodical basis of the structure of the manual, theory-cognitive and psychological basis of the structure of the manual, general lists of data concerned with the structure of the manual.

417. PARNOWSKI, TADEUSZ: **Model i typ podręcznika akademickiego — z rozważań warsztatowych.** (The Model and Type of the Academic Manual. Practical Considerations). *Dydaktyka Szkoły Wyższej* 1975, No. 3, pp. 3–18.

The author considers some basic concepts defining the essence of the manual, i.e.: models of the manual, its functions and typology. The article presents a review of the opinions of Polish and foreign pedagogs of the definition of the manual as well as of functions attributed to it. The author suggests, considering the general educational role of the manual, to accept informative, educational and organizational functions as basic for every manual. In the considerations of the model and type of the manual, the author analyzes constitutive and consecutive features of the manual. According to the author, the constitutive features are: 1) a specific choice and character of essential contents, 2) educational aims of the manual, 3) the necessity to employ didactic principles, and 4) an employment of characteristic features of editing. The consecutive features are of a derivative character and are conditioned by a specificity of manuals in respect of constitutive assumptions.

418. ROWIŃSKI, LEON and TELICZEK, JADWIGA: **Niektóre uwarunkowania powodzenia w wyższych studiach technicznych.**

(Some Conditionings of Success in Higher Technical Studies). *Dydaktyka Szkoły Wyższej* 1976, No. 1, pp. 25–75, rez. sum. rés.

The article presents the results of inquiry researches carried out upon the conditionings of the level of success during studies. The researches embraced a sample of graduates from 8 faculties of the Silesian Technical University in the years 1969/1970 and 1972/1973. The group under investigations is presented from the point of view of the structures: sex, social origin, civil state, type of a finished secondary school, period of time between graduating from a secondary school and taking up to higher technical studies. The level of educational attainments during studies is discussed in the aspect of: social conditions during studies, living conditions and some psychical conditions based on the self-evaluation of one's own mental abilities. The difficulties during studies are presented in the opinion of graduates in respect of: the assimilation of contents of subjects being taught, difficulties connected with examination sessions, difficulties in studying depending on particular years of studies as well as the opinion of failures during technical studies and main conditions of success during studies.

419. SWIERZBOWSKA-KOWALIK, EWA: **Studia przemienne — pierwszy rok funkcjonowania. Komunikat z badań.** (Alternating Studies — The First Year of Functioning. Report upon Researches). Instytut Polityki Naukowej i Szkolnictwa Wyższego, Warszawa 1975, 48 pp., ill.

The alternating studies in Poland are a new form of studies organized in 1972. They were set up as a result of the cooperation between the Faculty of Machinery and Vehicle Engineering of the Warsaw Technical University and the Motor-Car Factory at Żerań. The aim of these studies is to prepare their own engineering staff for the Factory by means of educating at a higher level of remarkable workers, simultaneously ensuring them the continuity of employment as well as of educating of students enrolled by the higher school for whom the alternating studies are the first contact with the Motor-Car Factory. In the organization of studies the principle of semester alternation was applied, i.e. a semester of learning is followed

by a semester of practice in the works. The effectiveness of an employment of alternation as a method of a better preparation of specialists is the subject of researches carried out by the Pedagogical Center of the Institute of Scientific Policy and Higher Education. The researches are planned for several years and they constitute an attempt to evaluate the alternating studies against the background of other forms of studies. The present volume contains an elaboration of the first stage of researches. The author discusses such problems as: the motivation for choosing this form of higher studies, the results obtained by the students during learning, the organization of studies and their evaluation by the students, mutual relations between the educational staff and students as well as between the workers from the Motor-Car Factory and the students. An analysis of the student's card, an inquiry and an interview were employed as a research method at the present stage.

V.5. ADULT

420. GROSZYŃSKI, KAZIMIERZ: **Wykształcenie pracowników PGR.** (Education of Workers from State Farms). *Oświata Dorosłych* 1975, No. 10, pp. 538–544.

The article contains an outline of the results of researches upon the education of workers from the State Farms in the whole territory of Poland. The researches were carried out by the Section of Social Agronomy of the Committee for Agricultural Economics in Section V of the Polish Academy of Sciences and the Main Board of the Trade Union of Agricultural Employees. They embraced a sample of 15,300 persons in 1963, in 1967 — 17,300, in 1973 — 13,500 and were carried out in the same farms selected by the Main Board of the Trade Union of Agricultural Employees. A questionnaire-inquiry was an employed research method. By means of numerical data, the author presents a percentage of various age categories of the workers. Much attention is devoted to permanently increasing feminization of the crew from state farms. The author discusses the level of education of the crew as well

as its raise in the decade under investigation. It is to be observed both in general and professional agricultural education. In the modern farm, tasks become greater as well as the importance increases of groups of workers having nonagricultural specializations, e.g.: mechanics, electrotechnics or economics. The author also presents the dynamics of an increase of this group of workers. The researches in 1973 indicate a considerable improvement of the level of education of the managerial staff of state farms.

421. KLUCZYŃSKI, JAN (and all): **Zatrudnienie a kwalifikacje zawodowe młodych robotników i techników zatrudnionych w zakładach przemysłu maszynowego.** (The Employment and Vocational Skills of Young Workers and Technicians Employed in the Works of Machine-Building Industry). *Kwartalnik Pedagogiczny* 1975, No. 4, pp. 175–186.

The subject of considerations is the problem of employing the skills of graduates from elementary vocational schools and technical schools in the works of machine-building industry. The considerations base upon the researches carried out on a sample of 942 graduates from the mentioned types of schools who started working in particular works in the years 1970, 1971 and 1972. In the light of the results of the researches, the problems are discussed which are connected with a social-vocational adaptation in the place of work, i.e.: consistence between the line of education of graduates from elementary vocational schools and technical school and the character of executed work as well as an employment of school knowledge in professional work. Some effects of an improper use of skills of young workers and technicians are also presented.

422. KOŚCIELNY, KONRAD: **Podstawowe Studium Zawodowe. Poradnik dla uczestników Studium.** (The Basic Vocational Studium. Guidebook for Studium Participants). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 76 pp. ill. bibl.

The Ministry of Education and Schooling, in order to ensure all the workers without the elementary-school certificate the possibilities of complementing their education, introduced in 1973 a new form of raising professional

qualifications for adult workers — an elementary vocational studium. The institution of this type realizes appropriate contents of the elementary school program as well as imparts theoretical knowledge of a profession. In the book, main principles of the organization of an elementary vocational studium are discussed, the organization of education in the studium is presented as well as the role of a teacher in directing the whole of work in this institution. Important tasks and duties of learning workers are also emphasized. Main attention is devoted to the problems connected with learning at home as complementing of lessons in the studium as well as to the proper organization of this work. The information is also included about self-educational methods, keeping subject exercise books, elaborating written assignments as well as about organizing examinations after completing studies in the studium.

423. KOWALSKA, WANDA and PIETRZAK, IRENA: **W trosce o dobre efekty nauczania i wychowania.** (Concern about Good Effects of Education and Schooling). *Oświata Dorosłych* 1975, No. 10, pp. 548–550.

In the article, the authoresses discuss their observations and experiences gained while working with pupils from a 3-year extramural building technical school. An inquiry gave information about the source of the recruitment of pupils, their age, difficulties in learning as well as about their motive for starting learning in an extramural system. As numerical data indicate, the reasons to start learning were mainly these dictated by ambition. The causes of school failures are divided into: a) independent of school (work, home, limited time for learning, irrational economy of time, inability to organize self-education, lack of strong will) and b) the causes dependent upon school (first of all, lack of possibilities of a close and continuous contact with the teacher, too quick tempo of running school lessons, broad range of material assigned for an independent elaboration, lack of possibilities to learn in a group of friends). This sort of troubles causes a large drop-out of pupils, that is why the authoresses discuss the activities of school aiming to overcome these obstacles which make it difficult for the pupils to acquire the knowledge demanded to credit a semester.

424. LIS, JAN: **Uwarunkowania socjalistycznego stosunku do pracy.** (Conditionings of the Socialist Attitude Toward Work). *Oświata Dorosłych* 1975, No. 10, pp. 544–548.

The subject of the author's researches was the conditioning of forming the conviction of the necessity of experiencing work as a value in itself. In the first stage (1967), the researches embraced a sample of 550 workers from three industrial works in Bydgoszcz Voivodship and in the second stage (1974) — 300 workers from two industrial works in Siedlce Voivodship. Groups of subjects were represented in respect of salaries, education, sex and age. The following methods were employed: an observation, an interview and a talk with the workers, their superiors as well as with members of their families, an inquiry, an analysis of records and a test by Raven. The researches proved the presence of the conditionings in a working place and its environment as well as in out-of-work place. The conditionings in working environment are: a) work according to interests and qualifications, b) atmosphere in working environment, c) payment for work. Out-of-profession conditionings are inherent in man's biological and psychical factors. The author draws conclusions pertaining to the formation of the socialist attitude toward work.

425. NOWAK, JADWIGA: **Analiza programów wychowawczych zakładów pracy.** (Analysis of Educational Programs of Institutions). *Oświata Dorosłych* 1975, No. 10, pp. 532–538.

The author discusses the legal basis of ideological-educational work among the workers from institutions. These are: a) the basic materials of 11th Plenary Assembly of the Central Council of the Trade Unions, b) the materials of 7th Congress of the Trade Unions, c) the Resolution of the Secretariat of the Central Committee of the Polish United Workers' Party of August 1972, d) the Letter of the Presidium of the Central Council of the Trade Unions directed to all the hierarchic stages of trade unions concerned with an intensification of ideological-educational activity in the working environment, and e) the Resolution of the Cabinet

No. 250, pertaining to the services of workers. Many institutions elaborated programs of the educational activity of workers which are approved by the Conferences of the Workers' Self-Government. The authoress characterizes selected programs, indicates their advantages and disadvantages as well as presents suggestions concerned with programing an educational process. The subject of an analysis are 68 programs, 19 of them being elaborated in great industrial works and the building department, 49 — in smaller cooperatives and units of communal economy.

426. OLESIAK, HENRYK: **Adaptacja młodych pracowników w środowisku pracy.** (Adaptation of Young Workers in Working Environment). "Śląsk", Katowice 1974, 192 pp., ill. bibl.

The article discusses theoretical problems of adaptation processes, indicates what is a personality and how it functions as well as reveals a complexity of workers' attitudes and opinions, justifying the need for researches upon different working environments. The inclusion in the book of the chapter, concerned with the rules of socialist ethics and their realization in the professional activity, results from the author's convictions that norms and principles of human coexistence in the socialist community should be an important instrument of an adaptation processes. The author indicates a complexity and an existence of many aspects of the concept "adaptation" consisting in the knowledge of a human personality, activities of a worker as well as of an adaptation of working conditions to man's psychophysical possibilities. Much consideration is also given to various social contexts enabling a correct and planned adaptation process. These are: a) the social-vocational usefulness and maturity, b) obtained effects of the activity, c) the formation of an attitude of a social engagement, d) the development of a personality, e) the satisfaction with obtained results.

See also 415.

V.6. SPECIAL

427. STAWOWY, IRENA: **Dobór materiału językowego do pracy nad rozwojem mowy dziecka głuchego.** (The Choice of Linguistic Material for Work upon Teaching Speech to the Deaf Child). *Z Badań nad Treścią i Metodami Kształcenia Ogólnego* 1975, No. 4, pp. 25–31.

The article presents a fragment of work devoted to researches upon the effectiveness of the methods of teaching speech to deaf children from grades I–IV of the Polish schools. It was stated that one of the basic factors influencing the effectiveness of the methods is a choice of linguistic material for teaching speech. In the introduction, the fundamental assumptions of the process of the development of child's speech (active and passive) are discussed as well as the linguistic material, selected for particular stages of teaching speech and for particular grades from I to IV, is characterized on definite examples.

INDEX OF AUTHORS AND EDITORS

Balcerek, M. 323
Balińska, H. 359
Banasiak, J. 369
Bielas, L. 343
Błońska, L. 324
Bogdańska-Zarembina, A. 384
Bolesta-Kukułka, K. 344
Bonecki, H. 385
Brejnak, W. 345
Bugiel, J. 416

Chmielowski, B. 346
Chrupała, H. 399
Cieśliński, R. 370

Dembowski, R. 400
Dobrzyński, B. 386
Drynda, D. 387
Dziewulak, A. 347

Fenczyn, J. 392

Gazda, J. 406
Gielarowska, D. 411
Gmytrasiewicz, M. 325
Groszyński, K. 420
Grygorczuk, M. 388
Guranowski, T. 326

Haber, L. H. 410

Janowski, A. 371
Januszkiewicz, F. 412
Jundziłł, I. 413

Kaczor, S. 372
Kamiński, W. 373
Karczewski, J. 389
Kargul, J. 348
Kluczyński, J. 421
Kołodziej, I. 349
Kosel, E. 347
Kosoń, W. 410
Koś, M. 390
Kościelny, K. 422
Kot, W. 407
Kowalik, E. see Świerzbowska-Kowalik, E.
Kowalska, W. 423
Kowalski, T. 401
Krauze, W. 350
Krawcewicz, S. 374
Krawczyk, M. 351
Krawczyńska, B. 327
Kruszewski, K. 391
Kuberski, J. 328
Kukułka, K. see Bolesta-Kukułka, K.
Kunicki, J. 414
Kwieciński, Z. 329, 352, 402

Ligęza, M. 392
Lis, J. 424

Łobocki, M. 353

Maciaszek, M. 330–331
Maciaszkowa, J. 354
Malewska, E. 415
Markowska, D. 384
Maziarz, C. 355
Mieszalski, S. 356
Misiak, W. 325
Morawiec, J. 393
Muszyński, H. 357–358

Niemierko, B. 359
Niemyski, M. 325
Nowacki, T. 332
Nowak, J. 375, 425

Okoń, B. see Wilgocka-Okoń, B.
Okoń, W. 333
Olesiak, H. 426
Olszański, J. 416
Olszewska-Witkowska, B. 334
Orzechowski, J. 416
Ostrowski, P. 347

Pańków, M. 360
Parnowski, T. 417
Październior, M. 394
Peszyński, A. 361
Pietrzak, I. 423
Pleśniarski, B. 376
Podgórecki, A. 362
Podoski, K. 335–336
Poplucz, J. 377
Przecławski, K. 347

Raczkowski, W. 378
Rataj, M. 337, 379
Rowiński, L. 418
Rurawski, J. 380

Schulz, R. 363
Skowroński, M. 381
Soborak, R. 408
Soborski, W. 364
Soczewka, J. 395
Stawowy, I. 427
Strycharz, B. 327
Szcześniak, A. L. 338
Szymanderska, W. 403
Szymański, M. J. 339
Szymkat, J. 382
Świerzbowska-Kowalik, E. 419

Teliczek, J. 418
Tomaszewski, T. 365

Ura, D. 409

Wańkowicz, Z. 412
Wieczorek, T. 383
Więckowski, R. 404
Wilgocka-Okoń, B. 396
Willan, U. 397
Wiloch, T. 366
Winiarski, M. 367
Witkowska, B. see Olszewska-Witkowska, B.
Wołczyk, J. 340–341
Wroczyński, R. 342

Zaczyński, W. 405
Zarembina, A. see Bogdańska-Zarembina, A.
Zarębska, J. 359
Zegadło, E. 384
Zych, A. 398

Żelazkiewicz, M. 368